OHDE
371.14609713
O59DE/S

Ontario Department of Education

SUMMER COURSES

AND

EXAMINATIONS

IN

1916

FOR

TEACHERS

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by A. T. WILGRESS, Printer to the King's Most Excellent Majesty
1916

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/summercoursesexa00onta

Printed by
WILLIAM BRIGGS
Corner Queen and John Streets
TORONTO

PREFATORY NOTE

The Summer Courses, the syllabuses of which are given in this pamphlet, have been arranged for by the Department of Education with the Department of Agriculture, the Ontario College of Art, the University of Toronto, and the Department of Militia and Defence, Ottawa.

KINDERGARTEN-PRIMARY COURSES.

As announced on page 30 of the Public and Separate School Regulations of 1915, the temporary provisions of Regulation 18 (2) will not remain in force after the close of the school year 1915-1916, and thereafter no one will be legally qualified to teach a Kindergarten-Primary Form except the holder of a Kindergarten-Primary certificate obtained under the regulations prescribed therefor.

In view of the general lack in past years of proper correlation between the Kindergarten and First Form Courses, and of the fact that too often pupils have been placed in the Kindergarten Form who were quite able to take up some of the work of Form I—defects that have resulted in their retardation—some of the existing Kindergarten Forms will, no doubt, be replaced before long by Kindergarten-Primary Forms, and, except where the pupils are at the lower limit of the ages recognized by The Public Schools Act, Kindergarten-Primary Forms will be established instead of Kindergarten Forms. By these changes the teachers of the Kindergarten Forms and the Junior Grades of Form I will be first affected. With a view, accordingly, to preparing them for the changes and to enable them to do more effectively the work of either Form, the provisions made in 1915 for qualifying Summer courses will be made in 1916 at London and Ottawa as well as at Toronto. Teachers concerned should bear in mind that, as it will not be practicable and it should not be necessary, to continue these courses more than a few years, the Minister now expects the Kindergarten Directors and the teachers of Form I where Kindergartens exist to take advantage of the opportunity without any unnecessary delay.

COURSES IN ELEMENTARY MANUAL TRAINING.

Ever since the inclusion of Manual Training in our school courses, there has been a scarcity of teachers of the subject, due partly to the fact that for several years few positions were available owing to the recency of its introduction and the general ignorance of its value, and partly to the length of the special course for the certificate, which prescribed both wood-work and metal-work and required at least a year for its completion. The number of available positions has increased of late, and last Summer an Elementary Certificate was provided for, which omits the metal-work and which may be covered within a shorter period. Notwithstanding these changes, however, and the offers of salaries varying from $1,000 to $1,400, the scarcity of teachers has become even more pronounced.

Under the foregoing conditions, teachers who qualify forthwith will reap the reward of their energy and foresight. As is also shown in the appendix to these Regulations, special grants are now payable to qualified part-time teachers of Manual Training in rural and village schools. Accordingly, under any conditions the certificate will be of value from both an educational and a financial point of view.

COURSES FOR HIGH AND CONTINUATION SCHOOLS TEACHERS. ELEMENTARY AND SPECIALISTS' CERTIFICATES.

The attention of those High and Continuation School teachers who, under the provisions of Circular No. 9, of May, 1915, are required to obtain Elementary or Specialists' certificates in certain subjects, is directed to the fact that, this summer, courses will be provided for such certificates, and such teachers are again notified hereby that the interests of the schools impose upon the Minister the duty of enforcing the aforesaid Regulations. The possession of the certificates in question is of more importance than service as an Associate Examiner, and as the Department has not a list of those who are under the aforesaid obligation, any of them who may have been appointed as Associate Examiners are expected to avail themselves of the provisions of Regulation 5 (3) (c), page 12 of these Regulations.

COURSES IN FRENCH.

During their academic courses many of the teachers of French in the High and Continuation Schools have not had sufficient opportunity to perfect themselves as far as is practicable in the pronunciation of French and in oral and written composition in the language. To meet their necessities, a course of instruction in the aforesaid subjects will be given this Summer in co-operation with the University of Toronto.

APPLICATION FOR ADMISSION.

As a course will not be given unless a sufficient number apply for admission duly qualified teachers are requested to comply promptly with the provisions of Regulation 5 (1), p. 12.

TABLE OF CONTENTS

PAGE

General Announcement:
- Summer Courses ... 9
  - Centres ... 10
  - Sessions ... 10
  - Qualifications for Admission ... 10
  - Application ... 12
  - Registration ... 12
  - Tuition Fee ... 12
  - Allowances ... 12
  - Board and Lodging ... 13
  - Examinations ... 14
  - Certificates ... 15
  - Correspondence Courses ... 16

Courses and Examinations in Agriculture and Horticulture:
- Certificates ... 19
- Courses of Study ... 19
- Equipment ... 20
- Courses for Certificates in Elementary Agriculture and Horticulture ... 20
- Winter Reading Course ... 22
- Courses for Intermediate Certificates in Agriculture ... 23
- Courses in Agriculture for Teachers of Household Science ... 25
- Courses in Farm Mechanics ... 25
- Examinations ... 25

Courses and Examinations in Art:
- Certificates ... 29
- Courses of Study ... 29
- Books of Reference ... 33
- Examinations ... 34

Courses and Examinations in Manual Training:
- Certificates ... 39
- Courses of Study ... 39
- Books of Reference ... 40
- Excursions ... 43
- Examinations ... 43

Courses and Examinations in Household Science:
- Certificates ... 47
- Equipment ... 47
- Courses of Study ... 47
- Books of Reference ... 48
- Examinations ... 48

Courses and Examinations in Vocal Music:
- Certificates ... 51
- Courses of Study ... 51
- Books of Reference ... 52
- Examinations ... 54

PAGE

Courses and Examinations in the Commercial Subjects:
Certificates 59
Courses of Study 59
Books of Reference 62
Examinations 63

Courses and Examinations in Physical Culture:
Certificates 67
Courses of Study 68
Books of Reference 72
Examinations 73

Courses and Examinations for Teachers of Auxiliary Classes:
Certificates 77
Courses of Study 77
Books of Reference 80
Examinations 80

Courses and Examinations for Teachers of Kindergarten-Primary Classes:
Certificates 85
Courses of Study 85
Books of Reference . . . . . 88 and 92
Examinations 93

Courses for Teachers of French 97
Courses of Study 97

Courses and Examinations for Admission to the Normal Schools and the Faculties of Education:
Courses of Study 101
Examinations 101

Appendix: Special Grants to Teachers and School Boards:
High and Continuation Schools 105
Art (Middle School) 105
Agriculture and Horticulture (Lower and Middle Schools) 105
Physical Culture 106

Public and Separate Schools 107
Art 107
Music 108
Household Science: Special Provisions for Rural and Village Schools 108
Manual Training: Special Provisions for Rural and Village Schools 109
Agriculture and Horticulture 109
Schedule of Grants 111
Physical Culture 112

Contingency of Grants by Ontario Department of Education 113

GENERAL ANNOUNCEMENT

OF

SUMMER COURSES

AND EXAMINATIONS FOR TEACHERS

GENERAL ANNOUNCEMENT

OF SUMMER COURSES AND EXAMINATIONS FOR TEACHERS

Courses

1. If a sufficient number of duly qualified teachers apply for admission, the following Courses will be provided by the Department of Education in co-operation:—

(1) With the Ontario Agricultural College, Guelph, leading to certificates as follows:—

(*a*) In Elementary Agriculture and Horticulture.
(*b*) Intermediate certificates in Agriculture.
(*c*) Certificates in Agriculture for teachers of Household Science.
(*d*) Certificates in Farm Mechanics.

(2) With the Ontario College of Art, Toronto, leading to certificates as follows:—

(*a*) In Elementary Art.
(*b*) As Art Supervisors.
(*c*) As Art Specialists.

(3) With the University of Toronto, leading to certificates as follows:—

(*a*) In Elementary Household Science.
(*b*) In Elementary Manual Training.
(*c*) In Elementary Vocal Music.
(*d*) As Supervisors of Vocal Music.
(*e*) In the Elementary Commercial subjects.
(*f*) As Commercial Specialists.
(*g*) As Teachers of Auxiliary Classes.
(*h*) As Teachers of Kindergarten-Primary Classes (Two Courses).
(*i*) For admission to the Normal Schools (Middle School).
(*j*) For admission to the Faculties of Education (Upper School).

(4) With the University of Toronto, for the improvement of teachers of French in the pronunciation and oral and written composition of the language.

(5) With the Department of Militia and Defence, Ottawa, and the University of Toronto, leading to certificates as follows:—

(*a*) Granted by the Department of Education:
(i) In Elementary Physical Culture.
(ii) As Supervisors of Physical Culture.
(iii) As Specialists in Physical Culture.

(*b*) Granted by the Department of Militia and Defence:
(i) Strathcona Grade B certificates.
(ii) Cadet Instructors' certificates (Grade A).

CENTRES

2. The foregoing Courses will be given as follows:—

(1) In Agriculture and Horticulture, at the Ontario Agricultural College, Guelph.

(2) In Art, at the College of Art, in the Normal School Building, Toronto.

(3) In the Kindergarten-Primary Subjects, in the Aberdeen Public School, London; the Borden Public School, Ottawa; and the McCaul Public School, Toronto.

(4) In Household Science, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(5) (*a*) In Physical Culture for women, in the building of the Household Science Department of the University of Toronto, corner of Bloor Street and Queen's Park.

(*b*) In Physical Culture for men, in the Armouries and in the Gymnasium of the University of Toronto.

(6) The other courses will be given in the building of the University Schools, Toronto, corner of Bloor Street and Spadina Avenue.

SESSIONS

3. The sessions for the different courses will begin July 3rd and end August 4th.

QUALIFICATIONS FOR ADMISSION

4. The following are the qualifications for admission to the different courses, but a student whose attendance, conduct, or sessional work is unsatisfactory to the Principal may be dismissed from the course at any stage:

For the Intermediate Certificate in Agriculture

(1) (*a*) To the course for the Intermediate certificate in Agriculture may be admitted applicants who hold professional certificates qualifying them to teach in High or Continuation Schools and whose academic preparation has fitted them to teach Science therein.

For the Certificate in Agriculture for Teachers of Household Science

(*b*) To the special course in Agriculture may be admitted teachers who hold at least Ordinary certificates in Household Science.

For the Certificate in Farm Mechanics

(*c*) To the special course in Farm Mechanics may be admitted teachers who hold at least High School Assistants' or First Class certificates.

For the Kindergarten-Primary Certificate

(*d*) (i) To Course A for Kindergarten-Primary certificates may be admitted applicants with Kindergarten Directors' certificates who have been recommended as successful Kindergarten teachers by the Kindergarten Supervisor or the Public or Separate School Inspector concerned; and

(ii) To Course B for Kindergarten-Primary certificates may be admitted, in the following order of preference, applicants who hold at least Permanent Second

Class certificates, who give proof that they are able to sing and play simple airs at sight on the piano or organ, and who are recommended as successful teachers by the Public or Separate School Inspectors concerned:

I. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are maintained;

II. Those who are now teaching in Form I of the Public or Separate Schools where Kindergarten Forms are not maintained;

III. Those who are now teaching in Public or Separate Schools.

(iii) If after the admission of applicants qualified under I, II, and III above, the necessary provision can be made, there will also be admitted applicants with at least Interim Second Class certificates who give proof that they are able to sing and to play simple airs at sight upon the piano or organ.

For the Auxiliary Class Certificate

(*e*) To the course for the Auxiliary Class certificate may be admitted teachers who hold professional certificates qualifying them to teach in the schools of the Provincial System and who have been recommended as successful teachers by the Public or Separate School Inspector concerned.

To the lecture course for such teachers may also be admitted a limited number of school nurses.

For the Certificate of Admission to the Normal Schools or Faculties of Education

(*f*) To the courses for entrance into the Normal Schools or Faculties of Education may be admitted teachers who hold professional certificates, and who are actually and regularly engaged in teaching in a school in Ontario.

For other Certificates

(*g*) To the courses for the following certificates may be admitted applicants who hold First Class or High School Assistants' certificates:

Specialist in Art, Specialist in Commercial subjects, Specialist in Physical Culture, the Elementary certificate in the Commercial subjects.

(*h*) To the courses for the following certificates may be admitted teachers who hold First or Second Class certificates:

Elementary Manual Training, Elementary Household Science, Supervisor of Art, Supervisor of Vocal Music, Supervisor of Physical Culture.

(*i*) To the courses for the following certificates may be admitted other applicants who hold professional certificates qualifying them to teach in the schools of the Provincial system:

Elementary Agriculture and Horticulture, Elementary Art, Elementary Vocal Music, Elementary Physical Culture.

To the Courses in French

(*j*) To the courses in French may be admitted as follows, the holders of professional certificates qualifying them to teach in High or Continuation Schools:

(i) To Course A, Honour University Graduates in Modern Languages; and

(ii) To Course B, other applicants whose academic preparation has fitted them to teach French.

Other Admissions

(2) To each course, other applicants may be admitted, subject to the approval of the Minister of Education, on the report of the Principal or the Inspector, or the Secretary of the Extension Committee, University of Toronto, as the case may be.

APPLICATION

5.—(1) Application for admission to the courses shall be made not later than May 25th.

(2) The form of application is sent herewith, and should be filled in and addressed as follows:

(*a*) For the courses in Art, to the Principal, Ontario College of Art, Toronto.

(*b*) For the courses in Agriculture and in Physical Culture, to the Deputy Minister, Department of Education, Toronto.

(*c*) For both Kindergarten-Primary courses, to the Deputy Minister of Education, Toronto.

(*d*) For the other courses, to the Secretary, University Extension Committee, University of Toronto.

(3) (*a*) Should the Department decide not to provide a course, applicants for admission thereto will be duly notified.

(*b*) Should the duly qualified applicants for admission to a course be too numerous for the staff and the accommodations they will be admitted in the order of the receipt of their applications until the maximum is reached, the preference being given to those who hold the higher professional qualifications.

(*c*) On application to the Deputy Minister, a teacher who has been appointed an Associate Examiner for 1916, but who desires or is required to attend one of the aforesaid summer courses will, if practicable, be excused from the examination work and will be re-appointed an Associate Examiner for the next examination, also if practicable, after he has obtained his certificate.

REGISTRATION

6. All applicants shall present themselves for registration not later than the first day of the session. The classes will be organized and the work will begin on the morning of the second day.

TUITION FEE

7. (1) All students duly admitted to a course under one of the provisions of Regulation 4 (1) above, who are actually and regularly engaged as teachers in the schools of the Provincial system, will be exempt from the payment of tuition fees.

(2) Other students duly admitted to a course under Regulation 4 (2) above shall each pay to the Principal on registration a tuition fee of $10.

ALLOWANCES

I. Agricultural Courses

8. (1) (*a*) The travelling expenses as defined in Regulation (3) (*a*) below, and in addition the sum of $20, being an allowance for the cost of board and lodging during the preceding Summer Session, will be paid to any teacher who satisfactorily completed a summer course leading to a certificate in Agriculture, on the report of the Inspector concerned that instruction in Agriculture, as prescribed by the Regulations, has been given by said teacher in his school throughout the school year following the course.

(*b*) No allowance for travelling expenses or for board and lodging will be made to students who reside in Guelph, or who live three miles or less therefrom.

(2) Application for the above allowances shall be made to the Deputy Minister of Education on any day in June of the year following the course at the Agricultural College, with receipts showing expenditures for travelling expenses, in the case of teachers of Public and Separate Schools, through the Inspector concerned, and in the case of teachers of High Schools or Continuation Schools directly to the Deputy Minister of Education.

(3) (*a*) The travelling expenses shall be those actually incurred by the teacher from and to his home or school as the Principal of the Summer School may report. No allowance will be made for meals, Pullman car seats, berths, or baggage transfers.

(*b*) In order to secure the allowance for travelling expenses provided for above, each student shall obtain from the ticket agent a standard certificate or a receipt for fare paid by boat or railway on the purchase of one first-class fare to Guelph, as the same may be. This certificate the student shall deposit with the Principal on registration.

INSTRUCTION.—The Principal of the Summer School shall, on receipt thereof, forward the railway certificates or receipts to the Department of Education, together with a certified list of the students and the points from which transportation expenses are claimed. These certificates, after being recorded, will be returned to the Principal before the close of the session.

II. Other Courses

(4) The tuition fee will be returned to any teacher who paid the said fee under the provisions of Regulation 7 (2) above, who satisfactorily completed a summer course leading to a certificate, who has taught the subjects of said certificate throughout the school year following in one of the schools of the Provincial system, and who makes application for the return of said fee at the time and in the manner prescribed in (2) above.

BOARD AND LODGING

9. (1) (*a*) Students who are admitted to the courses at the Agricultural College may obtain board and lodging in the College at Macdonald Hall for $20 for the course.

(*b*) Application for rooms must be made on or before June 15th. Each application must be accompanied by $5.00, which will be allowed on the board bill or will be returned in the case of illness or other unavoidable cause of absence.

(*c*) Rooms will be reserved in the order in which the applications therefor are received, and on the acceptance of the application a list will be sent of the necessary equipment and of the rules of residence.

(*d*) Teachers are advised to avail themselves of the opportunity of boarding in residence at the Agricultural College, as it will be found that association with other teachers from all over the Province is not the least valuable part of the course. Moreover, such residence will enable them to take full advantage of the evening lectures, evening work in the gardens, etc.

(2) (*a*) As far as practicable, and under conditions to be learned on application, board and lodging may be obtained by students attending the Summer Courses at the University of Toronto, in the dining-halls and residences attached to the University of Toronto. Rooms will be reserved in the order in which the applications are received.

(*b*) Lodging may also be obtained at Burwash Hall, attached to Victoria College.

(*c*) Applications under (*a*) and (*b*) should be addressed to the Secretary of the University Extension Committee, University of Toronto.

(3) A list of other suitable boarding-houses in Guelph or Toronto will be sent each student on the acceptance of his application.

(4) A list of suitable boarding-houses for teachers taking the Kindergarten-Primary course at London or Ottawa may be obtained on application to Inspector Putman, of Ottawa, or Inspector Edwards, of London.

EXAMINATIONS

I. CENTRES

10.—(1) Examinations for certificates on the subjects of the Summer courses will be held at the centres of instruction. These examinations will be conducted by members of the staffs concerned, with such additional special examiners as may be appointed by the Minister, except the following examinations, which will be conducted by the Department of Education:

(*a*) The Normal and the Faculty Entrance examinations; and

(*b*) The examinations on the Commercial subjects.

(2) The time-table of the examinations may be obtained from the Principal concerned one fortnight before they begin.

II. ADMISSION

11.—(1) To qualify for admission to the examinations provided for herein, each candidate duly admitted to a Summer course under one of the provisions of Regulation 4 (1) above shall have completed the course concerned.

(2) To qualify for admission to the examinations, attendance at the Summer courses is not obligatory in the case of the following:

(*a*) Candidates who have taken a course elsewhere which the Minister of Education has approved as the equivalent of the course prescribed for the certificate concerned.

(*b*) Candidates for certificates in the Commercial subjects, who hold First Class or High School Assistants' certificates.

(*c*) Candidates for certificates in Elementary Art who hold the Elementary certificate in Art obtained under Regulation 8 of the High School Regulations of 1913.

(*d*) Candidates for Entrance into the Normal Schools and the Faculties of Education who are actually and regularly engaged in teaching in a school in Ontario.

III. APPLICATION

12. (1) Application for admission to the examinations conducted by the Department of Education should be made to the Deputy Minister of Education not later than July 29th; and for admission to the other examinations, to the Principals of the Summer Schools as they may direct.

(2) In the case of all candidates who are actually and regularly engaged in teaching and who are candidates for entrance into the Normal Schools and the Faculties of Education, the official form of application, when Science is one of the subjects of the examination, shall include a certificate signed by the Principal that up to the date thereof, the applicant has taken up practically, under the personal supervision of the Science teacher, and in accordance with the Regulations, the courses in each of the Science subjects in which he intends to write.

IV. CARRYING OVER SUBJECTS

13. At the examination in a Part which includes both a written and a practical test, or at an examination which includes only a written test, a candidate may carry over a subject of the written or the practical examination of said Part, as the case may be, to the corresponding examination of another Part which he has not already passed and for admission to which he is eligible, provided that:

(1) He obtains on that subject not less than twenty-five per cent.;

(2) His standing on the first examination, omitting that subject, and his standing on the second examination, including the former subject, are each of the prescribed standard; and—

(3) His sessional work is satisfactory.

V. FEES

14.—(1) No fees are charged for the examinations conducted by the staffs.

(2) For the examinations conducted by the Department of Education, the following is the schedule of fees:—

(*a*) Normal Entrance, Part B, $3.00.

(*b*) Faculty Entrance, Parts C and D, each $3.00.

(*c*) Commercial Subjects, Part I or Part II, $6.00; Parts I and II, $10.00.

CERTIFICATES

15.—(1) The professional certificates granted by the Department of Education on the examinations provided for in Regulation 10 will be Interim and valid for two years from the date of issue and renewable under conditions satisfactory to the Minister, provided the holder is otherwise qualified to teach in the Provincial Schools.

(2) On application to the Deputy Minister an Interim Commercial Specialist's certificate will be made Permanent on the report of the Inspector or Inspectors concerned, that the holder thereof has taught successfully the subjects thereof for at least two years; provided that he submits to the Minister a detailed written report of his investigations, preferably in the locality in which he is teaching, of three separate business systems, involving single proprietor, partnership, and corporation ownership, respectively; said report to include a description of each business and its method of accounting.

(3) On application to the Deputy Minister the other Interim certificates will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years in one or more of the Schools of the Provincial System.

CORRESPONDENCE COURSES

16. In the Summer courses, which are necessarily brief, the subjects cannot be treated completely and in detail. Candidates are, accordingly, expected to make as much preparation as possible before they attend. To facilitate such preparation, the following provision is made each year:

The College of Art and the University of Toronto offer guidance by correspondence, the College in each part of the Courses and the University in all the subjects of the Courses for Commercial Specialists' certificates and for Entrance into the Normal Schools and Faculties of Education; provided that:

(1) The applicants agree to take a Summer Course in the subject of the Correspondence Course; and—

(2) Their applications for admission to such Correspondence Courses are approved by the Principal of the College of Art or by the University of Toronto Extension Committee, as the case may be.

SYLLABUS

OF

SUMMER COURSES

AND EXAMINATIONS FOR TEACHERS' CERTIFICATES

IN

AGRICULTURE AND HORTICULTURE

AT THE

ONTARIO AGRICULTURAL COLLEGE, GUELPH

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN AGRICULTURE AND HORTICULTURE

AT

THE ONTARIO AGRICULTURAL COLLEGE, GUELPH

CERTIFICATES

1.—(1) (*a*) The work prescribed for a teacher's certificate in Elementary Agriculture and Horticulture is covered in two parts in two consecutive sessions with a Winter Reading Course between.

(*b*) Candidates who have been duly admitted to the examinations under Regulation 11, page 14, and who pass the examinations and other tests on Parts I and II of the Course as prescribed below, will be granted certificates in Elementary Agriculture and Horticulture. Part I shall be taken before Part II.

(2) (*a*) The work prescribed for an Intermediate certificate in Agriculture is covered in two parts in two consecutive sessions. Part I shall be taken before Part II.

(*b*) Candidates who have been duly admitted to the examinations under Regulation 11, page 14, and who pass the examinations and other tests in Parts I and II of the Courses as prescribed below, will be granted Intermediate certificates in Agriculture.

(3) With the Minister's consent, candidates who are unable to cover in two consecutive sessions the courses prescribed for the Elementary or the Intermediate certificate in Agriculture may be permitted to postpone the second session.

(4) (*a*) The work prescribed for certificates in Agriculture for candidates holding Ordinary Household Science certificates admitted under Regulation 4 (1) (*b*) and for certificates in Farm Mechanics under Regulation 4 (1) (*c*) is covered in one session.

(*b*) Such candidates who have duly passed the examinations and other tests prescribed below will be granted special certificates in Agriculture and certificates in Farm Mechanics.

COURSES OF STUDY

2. The object of all the courses is to train present and future teachers in subjects bearing directly on the problems of agriculture and the work of school gardening.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will be illustrated by the out-of-door practice. Most of the instruction will be of a practical nature and much of it will be given out of doors. For observation, the whole College equipment will be at the service of students.

The first day of the course will be spent in making a general survey of the College and farm. Thereafter, only occasionally will it be necessary to leave the College grounds to carry on the course.

Each student taking Part I for the Elementary certificate will be provided with a garden for practice and observation, and shall visit it every day and keep records of work and observations in a garden journal. After the gardens are planted, the work in them will be carried on by the students without special provision therefor on the time-table. In most cases, the evenings will be found the most suitable time.

In general, for the classes taking the courses leading to the Elementary certificate, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When the weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be set apart for all-day excursions, or for reviewing and arranging the week's work. Students are required to keep careful records of all their work; these will be considered by the staff in their final appraisal of the student's claim for a certificate.

EQUIPMENT

3. Students are required to furnish their own working material for plant collection, etc. Such material may be bought at the College.

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses and any books which they possess and have found useful for the work in Agriculture. As a considerable amount of the work is taken out of doors, women students should provide themselves with stout boots, walking skirts, garden hats, gloves, etc.

COURSES FOR THE CERTIFICATE IN ELEMENTARY AGRICULTURE AND HORTICULTURE

4. The following are the Courses for teachers' certificates in Elementary Agriculture and Horticulture:

PART I

PLANT STUDIES.—*School Gardening*: Planning and keeping of garden plots (each student will prepare and care for a plot); keeping of garden records; studies of growth in different plants; garden weeds.

Agriculture: Visits to experimental plots and College fields to learn of the best varieties of grain, methods of cultivation, etc.

Horticulture: Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

Plant Propagation: Practical lessons on the propagation of plants by cuttings, the propagation of bulbs, potting, and the general care of house plants. Students will be permitted to take the plants, which they propagate, to their homes.

Botany: Collection, examination, and identification of (1) weeds of the fields, gardens, lawns, and roadsides; (2) common weed seeds. Observation of College woods and campus to learn the characters and names of our common trees. Simple physiological experiments with plants in garden or laboratory. Recognition of plant societies on excursions.

ANIMAL STUDIES.—*Insects*: Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

Birds: Studies of skins and mounted specimens in the museum, and identification of birds observed on excursions or about the College, leading to an acquaintance with the common birds of Ontario.

Farm Animals: Lectures and demonstrations on beef cattle, dairy cattle, horses, swine, and sheep; milk production and testing; butter and cheese making; breeds of poultry; housing, feeding, and rearing fowl.

PHYSICAL NATURE.—*Soils*: Lectures and demonstrations on different kinds of soils; measurements of moisture and air; capillarity; effects of drainage and manuring.

Weather: Lectures and demonstrations on climate, air movements, pressures, storms; observations of weather; keeping weather records; study of weather maps, making weather charts.

Farm Life and Rural Needs.—Lectures by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm; discussions as to how the school and teacher may help.

Nature and Agricultural Literature.—Nature Literature: the interpretation of nature by the greatest writers; nature literature in Ontario readers; Canadian authors. Scientific writings and nature literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home; uses of Government bulletins.

Rural School Administration and Methods of Teaching.—Lectures and discussions on management of rural schools, methods of teaching agriculture, conducting school fairs, organizing township teachers' associations, co-operating with Women's Institutes and agricultural societies, carrying on children's progress clubs, school improvement associations, parents' and teachers' societies, etc.

PART II

School Gardening: The work of Part I continued; practice in garden work and observations in commercial gardening operations will be provided in the College gardens also.

Field Husbandry: Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvement of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

Horticulture: The work of Part I continued, with special emphasis upon practical flower, fruit, and vegetable gardening.

Science: *Physics.*—Application of physics in farming; nature of soil, soil moisture, heat and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

Chemistry: Plant growth and composition, soils, manures and fertilizers.

Bacteriology: Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

Entomology: The work of Part I reviewed and continued. Losses through insects in agriculture and horticulture; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; further collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

Botany: The work of Part I continued with special attention to, (1) common diseases of grains, vegetables, and fruits; (2) grasses and cultivated farm crops; (3) flowering plants in gardens. A mounted collection of pressed plants will be required.

BEEKEEPING: Lectures with demonstrations and practical work to be taken with the First Year of the course for the Intermediate certificate.

ORGANIZATION AND METHODS: Discussions of the regulations, directions and suggestions for carrying out the work in schools.

WINTER READING COURSE

5.—(1) For the certificate in Elementary Agriculture and Horticulture candidates are required to read and synopsize in the interval between the two Summer Sessions at least one book from each of the following groups, such selection to be made by the candidate and approved by the Inspector of Elementary Agricultural Classes before the work is undertaken. *The synopses shall be handed in at the opening of the second term,* and should be so arranged and so completed that a re-reading of them will readily recall the most important matter in the book; they should be written on paper that fits the science note-book used.

GROUP I

Title	Author	Publisher	Price
			$ c.
Rural Life in Canada	MacDougall	Westminster Co., Toronto	1 00
Challenge of the Country	Fiske	Association Press, New York	75

GROUP II

Amongst Country Schools	Kern	Ginn & Co., Boston	1 25
Amongst School Gardens	Greene	Charities Pub. Co., New York	1 25
Country Life and the Country School	Carney	Row, Peterson & Co., Chicago	1 25
The Work of the Rural School	Eggleston & Bruere	Harper Bros., New York	1 00
The American Rural School	Foght	The Macmillan Co., Toronto	1 25

GROUP III

Manual of Gardening	Bailey	The Macmillan Co., Toronto	2 00
Flowers and How to Grow Them	Rexford	Penn Pub. Co., Philadelphia	50
and Vegetable Gardening	Green	Webb Pub. Co., St. Paul	1 00
Principles of Fruit Growing	Bailey	The Macmillan Co., Toronto	1 50
The Soil	King	The Macmillan Co., Toronto	1 50
The Chemistry of the Farm	Warington	Orange Judd Co., New York	85
Principles and Practices of Poultry Keeping	Robinson	Ginn & Co., Boston	2 50
Canadian Dairying	Dean	Briggs, Ltd., Toronto	1 00
Types and Breeds of Farm Animals	Plumb	Ginn & Co., Boston	2 80
The A B C and X Y Z of Bee Culture	Root	Root Co., Medina, Ohio	1 75
Farm Management	Warren	The Macmillan Co., Toronto	1 75
Elements of Agriculture	Warren	The Macmillan Co., Toronto	1 10
Farm Weeds of Canada		Dominion Department of Agriculture, Ottawa	1 00

COURSES FOR THE INTERMEDIATE CERTIFICATE IN AGRICULTURE

6. The following are the Courses for the Intermediate certificate in Agriculture.

PART I

SCIENCE: *Chemistry.*—Laboratory exercises on chemistry of soils and fertilizers; formation, composition, and reaction of soils; value of humus, barnyard manures; rotation in relation to chemical changes; composition, nature, and uses of commercial fertilizers.

Text Book.—Warington's *The Chemistry of the Farm.*

Physics: Laboratory or field exercises, with lectures on mechanical principles involved in farm machinery; measurements of fields with chain and calculation of areas and drawings of plans; taking of levels and making plans for drainage; physical analysis of soils, determination of air and water holding capacity of different soils.

Text Book.—King's *The Soil.*

Botany: Laboratory and field exercises with lectures on economic plants, weeds, grasses, farm crops; identification of plant diseases and weed seeds; Seed Control Act; treatment of diseases; collections of weed seeds, plant diseases, grasses, and other economic plants required.

Text Books: Gray's *Field, Forest and Garden Botany* and *O. A. C. Bulletin No. 188, Weeds of Ontario;* Massee's *Plant Diseases.*

Entomology: Lectures, laboratory exercises, and field work in common insects of garden, orchard, fields and woods; special study of life histories of injurious forms and consideration of methods of treatment. Collection required.

Text Books: *Elementary Entomology,* Sanderson and Jackson, and *O. A. C. Bulletins.*

Micro-Biology: Lectures and demonstrations on morphology and physiology of micro-organisms, moulds, yeasts and bacteria; bacteriology of soil, legume cultures; bacteriology of dairy; contamination and care of milk; bacterial diseases of plants; bacteria in relation to household.

Text-Book: Marshall's *Micro-Biology.*

POULTRY HUSBANDRY: Lectures and demonstrations on breeds and selection of stock, locating poultry plant, houses, incubators, brooders, feeds, marketing, diseases, ducks and geese, poultry literature. Students will also receive practical instruction in managing incubators.

Text-Books: Robinson's *Principles and Practice of Poultry Culture and O. A. C. Bulletin No. 189.*

BEE-KEEPING: Lectures with demonstrations and practical work; hives; building of bees; handling of bees; life histories of queen, drone, and worker; swarming; gathering and storing of honey in combs; harvesting honey; relation of bees to fruit and seed growing; diseases; races of bees; winter and spring management.

Text-Books: Root's *The A B C and X Y Z of Bee Culture.*

ORGANIZATION AND METHODS: Discussions of the regulations, directions and suggestions for carrying out the work in the schools.

PART II

FIELD HUSBANDRY: History of agriculture; different systems of farming, different kinds of soil; rotation of crops; farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

Text-Book: *Principles of Agriculture,* Warren, and *Annual Reports of Field Husbandry Department, O.A.C.*

ANIMAL HUSBANDRY: A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements; practical work in judging stock.

Text-Book: *Types and Breeds of Farm Animals.* Plumb.

DAIRY HUSBANDRY: The herds: formation, care, and management of a dairy herd; rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk; elementary, chemical, and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Text-Book: *Canadian Dairying.* Dean.

HORTICULTURE: *Fruit Growing*—Treatment of fruit plantations; cultivation, grafting, propagation, spraying, marketing.

Vegetable Growing: Methods of sowing and cultivating, treating for diseases and insect pests; marketing; preparation and care of hot beds and cold frames; production of early vegetables; selection of varieties.

Floriculture: Methods of cultivating, seeding, transplanting, treating for diseases and insect pests; wintering; propagation of cuttings; care of flowers and flower borders; bulb culture.

Landscape Gardening: Improvement of school and home grounds; tree planting; care of shrubbery, and trees.

Text-Books: *The Principles of Fruit Growing.* Bailey.—*Vegetable Gardening.* Green.—*Home Floriculture.* Rexford.—*Landscape Gardening.* Waugh.

FARM MANAGEMENT.—Needs of business methods in farming; farm accounting, factors determining cost of production; profitable employment of labor, equipment and capital; the problems of maintaining fertility, adapting methods of farming to changed conditions, carrying on farm work economically.

Text-Book: *Farm Management.* Warren.

RURAL ECONOMICS: The farmer's relation to society and industry; social advantages and needs of rural life; relation of land, capital, labor, taxation, banks, markets, and transportation facilities to the business of farming. Methods and principles of co-operation in farm work, manufacturing, marketing, and banking.

Text-Books: *Principles of Rural Economics,* Carver, and *Agricultural Co-operation,* Wolff.

ORGANIZATION AND METHODS.—Discussion and directions for carrying out the work in the schools.

COURSES IN AGRICULTURE FOR TEACHERS OF HOUSEHOLD SCIENCE

7. The following are the subjects of the courses for certificates in Agriculture obtainable by the holders of Ordinary Household Science certificates; the special courses will be selected by the Inspector:

Beekeeping; poultry husbandry; dairy husbandry; fruit growing; floriculture; landscape gardening; vegetable gardening; entomology; bacteria pertaining to the household.

COURSES IN FARM MECHANICS

8. The following are the subjects of the courses for the certificates in Farm Mechanics; the courses will be arranged to cover as far as practicable the topics which have the commonest application to farm work; the special courses will be selected by the Inspector:

Preparation and reading of plans and elevations for farm buildings and simple farm appliances; making of simple objects required on the farm; use and care of common tools; simple concrete construction; general repairing of farm buildings and implements.

NOTE.—The special courses in Agriculture and Farm Mechanics, provided in 7 and 8 above, are for teachers of the new Household Science and Agricultural Departments to be established in the near future in High and Continuation Schools. For particulars apply to the Deputy Minister.

EXAMINATIONS

9. The examinations and tests in either Part of a Course shall be taken at one examination in accordance with the following scheme:

FOR THE ELEMENTARY CERTIFICATE

Part I

The practical work carried on in the garden and the records kept.

The Science Note-books.

Collections of weed seeds, weeds, and insects.

Practical tests in identifying (*a*) Weed seeds, (*b*) Weeds, (*c*) Trees and shrubs, (*d*) Garden flowers, (*e*) Birds.

The term work and an examination by the instructor at the end of each course.

Part II

The synopses of the books read in the Winter Reading Course.

The Science Note-books.

The Plant and Insect collections.

A written examination in Pedagogy.

The term work and the written examinations held at the completion of the courses in (*a*) Chemistry, (*b*) Physics, (*c*) Entomology, (*d*) Botany, (*e*) Field Husbandry, (*f*) Bee-keeping.

FOR THE INTERMEDIATE CERTIFICATE

Part I

The Plant and Insect collections.

A written examination in Pedagogy.

The term work and the written examinations held at the completion of the courses in (*a*) Chemistry, (*b*) Physics, (*c*) Botany, (*d*) Entomology, (*e*) Microbiology, (*f*) Poultry Husbandry, (*g*) Bee-keeping.

Part II

Written examinations in (*a*) Farm Management, (*b*) Rural Economics.

The term work and the written examinations held at the completion of the courses in (*a*) Field Husbandry, (*b*) Animal Husbandry, (*c*) Dairy Husbandry, (*d*) Fruit growing, (*e*) Vegetable growing, (*f*) Floriculture and Landscape Gardening.

VALUATIONS AND STANDARDS

(1) The maximum value of each division or subdivision of each Part shall be 100, and the marks shall be apportioned equally between the term work and the written examinations.

(2) To pass in a Part, the candidate shall obtain forty per cent. of the marks assigned to each division or subdivision thereof and sixty per cent. of the aggregate.

FOR SPECIAL CERTIFICATES IN AGRICULTURE AND FARM MECHANICS

For the Summer Session of 1916 the scheme for the examinations for certificates in Farm Mechanics and in Agriculture, for the teachers of Household Science shall, *mutatis mutandis,* be the same as for the other certificates in agriculture.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR TEACHERS' CERTIFICATES

IN

ART

AT THE

ONTARIO COLLEGE OF ART, TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ART

AT

THE ONTARIO COLLEGE OF ART

CERTIFICATES

1. (1) Candidates who have been duly admitted to the examination under Regulation 11, page 14, and who pass the examinations and other tests in the subjects of Part I, as prescribed below, will be granted certificates as teachers of Elementary Art.

(2) Candidates who have been duly admitted to the examination under Regulation 11, page 14, and 4 (1) (*h*) page 11, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Supervisors in the Public and Separate Schools.

(3) Candidates who have been duly admitted to the examination under Regulation 11, page 14, and 4 (1) (*g*) page 11, and who pass the examinations and other tests in the subjects of Parts I and II, as prescribed below, will be granted certificates as Art Specialists in High and Continuation Schools and Collegiate Institutes.

(4) The certificate in Elementary Art granted under Regulation 8 (1) of the High School Regulations of 1913 will not be accepted in lieu of the examinations in Part I prescribed below for Art Supervisors' and Art Specialists' certificates.

COURSES OF STUDY

2. (1) Each of the Parts defined in the following courses represents for beginners the work of a college year.

(2) The summer course will cover only so much of each Part as time will permit.

(3) In the course Parts I and II will be taken up concurrently, and students who have completed the practical work in certain subjects in either Part may at the Principal's discretion devote their attention to the remaining subjects.

(4) For beginners, the course for certificates in Elementary Art will require two Summer Sessions together with the prescribed work of the Correspondence Course for one year.

(5) For those who have passed the examinations in Part I and who are candidates for certificates as Supervisors and Specialists the course will require at least one Summer Session together with the prescribed work of the Correspondence Course for one year.

(6) Courses of assistance by correspondence are provided by the Ontario College of Art as follows: (1) A Preparatory Course for those who expect to attend the next Summer Session. (2) A Continuation Course in Part I. (3) A Continuation Course in Part II. (4) A Continuation Course for the College

PART I

Drawing

Scale and ruler drawing. Freehand drawing in outline of geometrical skeletons and solids, simple objects and natural forms.
Drawing in light and shade.
Elementary drawing from the antique and from life.
Blackboard drawing.
Drawing from memory.
Elementary illustration.

Modelling

Materials, tools and armatures.
Elementary modelling.
Modelling from details of antique cast.
Casting in Plaster.

Painting

Drawing with coloured chalks and crayons.
Brush exercises and simple painting with water colours.

Design and Applied Art

Decorative treatment of geometric and natural forms.
Materials, tools and processes, and their relationship to designing.
General principles of design.
Decoration related to structure and to function.
Decorative treatment of natural forms.
Adaptation of forms to the filling of spaces.
Lettering—history, principles, practice.
Study of Roman capitals.
Colour in Designing. Light-values in Colour. Colour complements. Colour intensity. Principles of Colour harmony. Development of Colour Schemes.
The Decorative Element in its general bearing upon all forms of artistic expression.

History of Art

Egyptian, Babylonian, Assyrian, and Persian Art.
Greek and Roman Art.
Mediæval Art.
Renaissance and Modern Art.

Theory of Colour Materials for Drawing and Painting and Processes of Artistic Reproduction

The theory of colour and its application to design and painting in the various mediums.

The history of methods of painting and the materials used in modern processes.

The history and methods of engraving and other processes of artistic reproduction—this to include the arts of etching, wood engraving, steel and copper plate engraving, aqua-tint, mezzo-tint, lithography, photography, and the mechanical processes of photo-engraving such as zinc etching, half-tone and its application to colour printing, photogravure and allied forms of reproduction.

Descriptive Geometry and Perspective

The use of drawing instruments, orthographic and isometric projection.

The rules of perspective drawing, including the terms most commonly used.

Freehand drawing in perspective, simple problems in parallel perspective.

Methods of Teaching Elementary Art

The teaching of drawing in outline from simple objects, elementary drawing in light and shade, blackboard drawing, memory drawing, and simple exercises in coloured chalks and water colour.

The management of classes of the lower grades in lessons in the above divisions, and in picture study and composition.

PART II

Drawing

Drawing from the antique.

Drawing in various black and white mediums.

Drawing from life, still life, landscape and architectural forms.

Blackboard drawing.

Drawing from Memory.

Painting

Drawing from life and still life with coloured chalks and pastels.

Elementary painting with oil and water colours.

Modelling and Casting

A continuation of practical work as presented in Part I.

Materials used in modelling, their advantages and application to various kinds of sculpture work.

Tools, appliances and armatures used in modelling.

Process of reproducing models in plaster of paris: (1) waste moulds, (2) gelatine moulds, (3) plaster piece moulds.

Process of reproducing plaster models in permanent materials, (1) Bronze casting including iron, silver, gold. (2) Stone, marble, wood, terra-cotta, etc., with respective mechanical appliances used.

Origin and character of these materials and their suitable use.

History of sculpture, its relation to architectural styles and application of ornament in the lesser Arts.

Design and Applied Art

A review of the course in Part I including a specialized acquaintance with:
The preparing of designs suitable for association with a printed text and adapted to reproduction by line etching—covers, title-pages, end-papers, headings, initials, tail-pieces.

The practical working of some readily-applied craft as stencilling and its actual application to decorative units, borders, friezes, panels, etc.

History of Art

The various aspects of the History of Art and the relation of the periods to each other; these to include the divisions of Part I.

Writing short accounts of any of the most important periods of Art History and of the lives of the principal Artists of these periods.

Writing criticisms on well known works of Art.

The History of Art as set forth in "Apollo" will be made the basis of examination.

Artistic Anatomy

(1) The Bones of the Body.
Their principal features.
The range of movement according to their joints.

(2) The Muscles of the Body.
The superficial muscles and their general use.
Most common movements of the parts of the body and the muscles employed for these.

(3) Artistic Anatomy in particular.
Effects of bones on the surface of body.
Proportions of mature body.
Proportions of body in the young.
Male and female figure compared.
Effect of age on body and face.
Expressions of feelings in face and figure.
Simple comparative anatomical features between human figure and animals.

Perspective

The Theory and practical application of Perspective as contained in Part I and the various terms with their abbreviations used in Perspective drawing and sciagraphy.

At the written examinations, candidates will be required to work two exercises, one in Parallel Perspective and one in simple Angular Perspective; in the working of problems any method may be used, but correct application will be required.

Methods of Teaching Art

The teaching of drawing in the Public and High Schools.
The organization and equipment of drawing classes in schools.

Composition: Critical Study of Works of Art

The general principles of composition: proportion, balance, movement, harmony, expression, etc.

Writing criticisms on works of Fine or Applied Art from examples.

Theory of Colour Material for Drawing and Painting and Processes of Artistic Reproduction

The theory of colour and its application to design and painting in the various mediums.

The history of methods of painting and the materials used in modern processes.

The most important divisions of the traditional and modern processes including tempera painting, wax painting, fresco painting, oil and water colour painting, pastel painting, and the various mediums used in drawing.

The processes of Artistic reproductions of works of Art as contained in Part I.

BOOKS OF REFERENCE

3. The following books are recommended for reference for each Part; those marked with an asterisk are of especial importance:

PART I

*The Teaching of Drawing. Polak and Quilter ..... $ .60
University Tutorial Press, London.

*Blackboard Drawing. Seaby 1.25
Nelson & Sons, Edinburgh.

The Art of Modelling in Clay and Wax. Simonds ..... .25
Allen & Sons, London.

*Line and Form. Crane 1.75
Bell & Sons, London.

Manual of Historic Ornament. Glazier 2.00
Batsford, London.

Decorative Illustration of Books. Crane 1.75
Bell & Sons, London.

*Apollo, Story of Art Throughout the Ages. Reinach 1.50
Heinemann, London.

*A Guide to Pictures. Caffin 1.25
Baker & Taylor, New York.

PART II

Elementary Art Teaching. Taylor $1.75

Practical Hand Book of Drawing for Modern Methods of Reproduction. Harper 2.00
Chapman & Hall, London.

*Line and Form. Crane 1.75
Bell & Sons, London.

Book Illustrations of To-day. Sketchley 1.50
Trubner & Co., London.

Anatomical Diagrams. Dunlop 1.75
Bell & Sons, London.

Figure Drawing. Hatton 2.25
Chapman & Hall, London.

The Practice of Oil Painting. Solomon $1.20
Seely, Service & Co.
*Apollo, Story of Art Throughout the Ages. Reinach 1.50
Heinemann, London.
*How to Study Pictures. Caffin 2.00
The Century Co., N.Y. Briggs, Toronto.
Complete Perspective Course. Spanton 1.25
The Training of the Memory in Art. Lecoq. 1.60
The Macmillan Co., Toronto.

EXAMINATIONS

4. (1)—(*a*) The examinations and general tests in either Part of a course shall be taken at one examination and will consist of:

(i) Written examinations,
(ii) Practical examinations, and
(iii) Examination of submitted specimens of work.

(*b*) In the case of students in attendance, the sessional work will be sufficient as specimen drawings; other candidates shall submit the specimens enumerated below.

(*c*) The specimen drawings for all the courses shall be of uniform size, full sheet charcoal paper, or mounted on paper or board of similar size, and shall be fixed and kept flat. They shall be submitted immediately before the written examinations.

(*d*) Each candidate shall certify that the work submitted by him has been done wholly by himself.

Standards

(2) To pass in either Part of a course a candidate shall obtain a minimum of forty per cent. at each division of the practical examination and of the examination of the submitted specimens, with sixty per cent. of the marks for both examinations; and, at the written examination, forty per cent. of the marks for each paper (maximum 100) and sixty per cent. of the aggregate of the marks for the papers of the Part.

Practical Examinations

5. Candidates shall submit to practical tests in the following subjects:

PART I

Blackboard drawing.
Time drawing from objects.
Time sketches from life.
Drawing from memory of either of above exercises.
Exercise in elementary design in colour.
Illustration of given subject.
Time exercise in modelling from the object.

PART II

Blackboard drawing.
Time study in colour from the object.
Time drawing from life slightly shaded.
Drawing from memory.
Exercise in design in colour.
Pictorial composition of given subject.
Time exercise in modelling from cast.

Specimens of Work

6. Specimens of work shall be submitted by the candidates as follows:

PART I

(1) Group of four drawings in pencil, treating a simple arrangement of still life in the following stages: placing and first lines of construction, blocked outlines, a finished outline, light and shade drawings in simple tones.
(2) Two drawings in charcoal from the antique cast, one of which should be of the full figure.
(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.
(4) Two examples of modelling in plasticine and one example in casting.
(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentence, original book cover design, design for piece of furniture.
(6) Two illustrations of given subjects which shall involve problems in perspective.

PART II

(1) Four drawings from the antique.
Four sketches from life.
Sketches and Notes covering one year's work.
Exercises in blackboard and memory drawing.
(2) Four drawings with coloured chalks and pastels from life and still life.
Two paintings with water colours.
(3) Two examples of modelling from the antique and from life.
(4) One example of historic ornament.
Four examples of basic forms for design.
Four original conventionalized designs for application to crafts and manufacture.

Written Examinations

7. At the written examinations candidates will be expected to show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

PART I

(Four Papers)

Outlines of the history of art.
Theory of colour, materials for drawing and painting, and processes of artistic reproduction.
Descriptive geometry and perspective, methods of teaching elementary art.
Design and applied art.

PART II

(Six Papers)

History of Art.
Artistic anatomy, perspective.
Design and applied art.
Composition, critical study of works of art.
Theory of colour, mediums for drawing, painting, and modelling.
Methods of teaching art.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR TEACHERS' CERTIFICATES

IN

MANUAL TRAINING

AT

THE UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN MANUAL TRAINING

AT

THE UNIVERSITY OF TORONTO

CERTIFICATES

1.—(1) The work prescribed for the certificate in Elementary Manual Training is covered in two consecutive summer sessions at the University of Toronto, in two parts, which shall be taken in the order prescribed. Parts I and II will be taken up each year.

(2) Candidates who have been duly admitted to the examination under Regulation 11, p. 14, and have passed the examinations and other tests in the courses prescribed below, will be granted certificates as teachers of Elementary Manual Training.

(3) Teachers who obtained Elementary certificates before 1916 will be granted Elementary certificates under the present Regulations on completing the course in Part II and passing the final examinations thereon, including the examination on the winter reading course.

(4) Teachers who completed one summer course before 1915 will be granted Elementary certificates under the present Regulations on successfully completing the work and passing the examination in the course in Part II, with, in addition, the paper on Constructive Work and the paper on the books prescribed for study during the course in Part I.

(5) Teachers who pass on the sessional work of the course in Part I, but fail on the written examination may re-write the written examination on the course in Part I along with the written examination in the course in Part II.

(6) The Ordinary certificate in Manual Training will be granted to the holders of the Elementary certificate, on taking the course and passing the examination in Metal Work at Guelph.

NOTE.—As heretofore, the courses and examinations in Woodwork, as well as those in Metal work, at the Ontario Agricultural College, Guelph, will qualify for the Ordinary Certificate in Manual Training.

COURSES OF STUDY

PART I

2. The following are the courses of study:

Pedagogics of Manual Training

Relation to general education.
Relation to industrial and technical education.
Lesson plans and methods of teaching in both graded and ungraded schools.
Planning and equipping buildings and rooms.

Drawing

The importance of drawing in connection with all industry.
The use of ruler and square in measuring an object and working out a simple plan.
Proper care and use of instruments.

Construction and use of scales.
Drawing to a scale.
Dimensioning.
Plain lettering.
Practice in freehand sketching as preparation for working drawings.
Use of drawing board, tee and set squares. Use of instruments in working out problems in plane and solid geometry—square, triangles, polygons, ellipses and type solids.
Working drawings.
Orthographic projection.
Plans and elevations; their relation to one another.
Inking drawings.

Design—Structural and Decorative

A study of the principles of structural and decorative design based on the critical observation of typical examples.
Discussion of suitability of any design as applied to projects in different materials.
Application of design to constructed objects in paper, cardboard, wood or metal.

Practical Work

Primary Constructive Work: A brief review of the course covered in the Normal Schools, with emphasis on the work of the higher grades, as follows:
Work in paper and cardboard. Making book-covers and portfolios; simple bookbinding. Modelling in clay or plasticine. Knife work in thin wood—and easy rustic work—such as can be carried on at the ordinary school desks.
The working out of projects involving the use of the various forms of joints, such as—mortise and tenon, dovetail, lap or mitre.
Fastenings: Dowels, cleats, wedges, glue, screws and nails.
Exercises in wood-turning.
Special attention to sharpening edge-tools and keeping them in proper condition.
General shop practice with tools.
Application of finishes to articles made.
Use of stains, fillers, fuming, shellac, oil and wax.

Lumber and Timber

Woods: Characteristics of each, colour, grain, for what suited.
Trees: Common varieties, identification by means of their form, leaf, bark, and wood.

BOOKS OF REFERENCE

3.—(1) The following are the text-books prescribed for study during the course:

The Service of the Hand in the School. Bone Longmans, Green & Co., London.	$1.00
Fine and Industrial Arts in Elementary Schools. Sargent Ginn & Co., Boston.	1.00
Theory of Educational Sloyd. Saloman Silver, Burdette & Co., Boston.	1.25

(2) The following additional books are recommended for reference; they may be obtained from the University of Toronto Library:

Educational Handwork. Kidner $1.00
Educational Book Co., Toronto.

Clay Work. Lester. 1.25
Manual Arts Press, Peoria, Ill.

Paper and Cardboard Construction. Buxton & Curran 1.50
Manual Arts Press, Peoria, Ill.

Essentials of Woodworking. Griffith 2.00
Manual Arts Press, Peoria, Ill.

Handwork in Wood. Noyes 2.00
Manual Arts Press, Peoria, Ill.

Correlated Courses in Woodworking and Mechanical Drawing. Griffith .. 1.50
Manual Arts Press, Peoria, Ill.

Applied Mechanical Drawing. Matthewson & Stewart 1.00
Taylor Holden Co., Springfield.

Principles of Design. Batchelder 3.00
Inland Printer Co., Chicago.

Wood and Forest. Noyes 3.00
Manual Arts Press, Peoria, Ill.

Winter Courses

4.—(1) The following Reading Course is prescribed for winter work between Part I and Part II.

Educational Meaning of Manual Arts and Industries. Row $1.25
Row, Peterson & Co.

Manual Arts for Vocational Ends. Crawshaw 85
Manual Arts Press, Peoria, Ill.

Industrial Education. Leake 1.50
Houghton, Mifflin Co., Boston.

School and Society. Dewey 75
Doubleday, Page & Co., New York.

Woodwork

(2) In addition to the Winter Reading Course prescribed above, candidates will be required to complete between Part I and Part II one or more projects, which will be prescribed for each student at the close of Part I. The work done, together with drawings, specifications, estimates of material and cost, and other necessary particulars, must be submitted to the Instructor before entering on Part I, at a date to be fixed by him.

PART II

5. The following are the courses of study:

Pedagogics of Manual Training

Present developments in Manual Training and their relation to former systems; such as, apprenticeship, Russian, and Swedish systems, and to industrial and technical education.

Organization of classes and equipment of schools continued.

Drawing

Plane geometry continued. More advanced working drawings and orthographic projections. Plans and elevations involving oblique planes and sections. Isometric projection—relation to orthographic and to perspective drawing.

Making tracings and blue prints.

Freehand sketching continued.

Design

Suitability of different designs to the work undertaken in wood or metal. The need of adapting design to material and use of article.

The working out and applying of designs by the student.

Practical Work

Construction.

Book-binding and the care and repair of books.

Easy exercises in leather.

Woodwork.

Bench work continued.

The speed-lathe and wood-turning.

Suitability of different woods for the work undertaken.

Estimating quantity and cost of material.

Sheet Metal Work.

Simple exercises in sheet metal.

Tools.

Mechanical principles involved in their structure and proper use.

Finishing.

Suitability of different finishes to the work done.

Lumber and Timber

Forests—their value and preservation.

Lumber and lumbering—cutting, transporting, seasoning, shrinking, and warping.

Defects in lumber—knots, sapwood, shakes, etc.

Sources of commercial woods.

BOOKS OF REFERENCE

6. The following books, together with the last six books of reference given under Part I, are recommended for reference; they may be obtained from the University of Toronto Library:

Art Crafts for Beginners. Sanford $1.20
Century Co., New York.

Handcraft in Wood and Metal. Hooper and Shirley 3.00
Manual Arts Press, Peoria, Ill.

Art Metal Work with Inexpensive Equipment. Payne 1.50
Manual Arts Press, Peoria, Ill.

Design and Construction in Wood. Noyes 1.50
Manual Arts Press, Peoria, Ill.

Leather Work. Mickel ..... .75
Manual Arts Press, Peoria, Ill.

FIRST AND SECOND COURSES

Excursions

7. During both Parts of the Course, visits will be made to nearby parks or woods to study as a basis for discussion the characteristics of the timber trees and to museums to study the historical development of structural and decorative design.

EXAMINATIONS

Valuation and Standard

8.—(1) (*a*) The standing of the students in Part I will be determined by the Sessional Records and the final written examinations taken together. For this purpose, the sessional work will be valued at 600 marks, and the written examination will include a paper on Constructive Work and the methodology thereof, one on Drawing and Design, one on Timber and Tools, and one on the books prescribed for study, each paper being valued at 100 marks.

(*b*) The Sessional Records shall consist of the oral and written tests and the practical work throughout the session.

(2) The standing of students in Part II will be determined on the same basis as the standing in Part I, except that the practical work completed between Parts I and II will be regarded as one additional subject (max. 100) and a paper on Theory and Method (max. 100) is substituted for the paper on Constructive Work, as defined below, one on the Winter Reading Course (max. 100) for the paper on books prescribed for study, and a practical examination (max. 100) shall be taken in addition.

(3) The percentage requirements to pass in either Course are 40 per cent. of the marks in each subject or paper, and 60 per cent. of the aggregate of the marks for the sessional work and the final examination taken separately.

(4) Except the written examination on the Winter Reading Course, which will be held on Saturday of the first week of the Second Session, the written examinations will be held at the close of the course.

9. The following are the subjects of the final written examination:

Written Examinations

PART I

(1) Elementary Constructive Work and the Methodology thereof.

(2) Drawing and Design:
- Geometrical Drawing.
- Orthographic Projection. Plans and Elevations.
- Designing.

(3) Timber and Tools:
- The common timber trees of Ontario, their characteristics and uses.
- Lumber—its preparation, care and defects.
- Tools—their use and care.

(4) Text books prescribed for study.

PART II

(1) Winter Reading Course.
(2) Theory and Method:
Relation of Manual Training to general education, and to industrial and technical education.
Methods of Teaching Manual Training.
(3) Drawing and Design:
Paper similar to that in Part I but covering more advanced work.
(4) Timber and Tools:
Paper based on the work of the session and the books to be read.
(5) Practical examination in Woodwork.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR TEACHERS' CERTIFICATES

IN

ELEMENTARY HOUSEHOLD SCIENCE

AT

THE UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN ELEMENTARY HOUSEHOLD SCIENCE

AT

THE UNIVERSITY OF TORONTO

CERTIFICATES

1.—(1) The work prescribed for the certificate in Elementary Household Science is covered in two consecutive summer sessions at the University of Toronto, in two parts, which may be taken in either order. The course in Part II will be given in 1916 and in Part I in 1917.

(2) Candidates who have been duly admitted to the examination under Regulation 11, p. 14, and have passed the examinations and other tests on the courses prescribed below, will be granted certificates as teachers of Elementary Household Science.

NOTE.—The courses and examinations for Specialists' certificates in Household Science will be taken as heretofore at the University of Toronto; those for Ordinary certificates will also be taken hereafter at the University of Toronto, not as formerly at the Ontario College of Agriculture, Guelph. For admission to the courses for Ordinary certificates, application should be made to the Secretary, Faculty of Education, Toronto.

EQUIPMENT

2. (1) Students are required to provide themselves with plain white aprons for work in the food laboratories. Dark ones may be worn in the household management classes.

(2) A deposit of $1.00, payable to the chief instructor, is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the course.

COURSES OF STUDY

3. The following are the courses of study:

PART I

Sewing

The course prescribed for the Normal Schools will be continued with the application of the stitches to useful articles. Any necessary modifications of the course to suit the student will be made by the instructor.

Household Management

Cleansing agents and methods of using them, with practical applications in the care of the school room and its furnishings, utensils, etc.

The house: planning, furnishing, heating, lighting, ventilating, disposing of waste, etc.

Emergencies: immediate treatment of everyday injuries, simple bandaging, etc.

PART II

Foods and their Preparation

Lectures on foods and a study of the methods of preparing food materials.

In the laboratory, staple foods such as, cereals, vegetables, fruits, eggs, milk, cheese, meats are prepared, and practice is given in the planning and preparation of children's meals.

Special attention is given to food work applicable to Rural Schools.

BOOKS OF REFERENCE

4. The following is a list of books recommended for reference; those of special importance are indicated by an asterisk:—

Food and Dietetics. Hutchison $3.00
William Wood & Co., New York.

Food Products. Sherman 2.25
The Macmillan Co.

*Source, Chemistry and Use of Food Products. E. H. S. Bailey 1.60
Blakiston, Philadelphia.

*Lessons in Elementary Cooking. M. C. Jones 1.00
Whitcomb and Barrows.

First Lessons on Food and Diet. Richards ..... .30
Whitcomb and Barrows, Boston.

The New Housekeeping. Frederick 1.00
Doubleday, Page & Company.

The Housekeeper's Handbook of Cleaning. MacLeod 1.00
Harper and Bros.

Bacteria, Yeasts and Moulds in the Home. Conn 1.00
Blakiston, Philadelphia.

*Household Foes. Ravenhill ..... .75
Sedgwick and Jackson, London.

*Homecraft in the Classroom. Mary Hill ..... .60
Pitman & Son, London.

*Manual of Sewing ..... .20
Ontario Department of Education.

*Shelter and Clothing. Kinne & Cooley 1.10
The Macmillan Co.

*First Aid to the Injured. James Cantlie, M.B., F.R.C.S. ..... .40
St. John Ambulance Association, Toronto.

*Hints and Helps for Home Nursing and Hygiene. E. MacDowell Cosgrave, M.D. ..... .40
St. John Ambulance Association, Toronto.

EXAMINATIONS

5. (1) The standing of the candidate will be determined by the marks for the sessional record and the final written examination combined.

(2) The sessional record shall consist of the oral and written tests and practical work throughout the session.

(3) The subjects of the examination shall be as follows:

Foods and Food Preparation; maximum marks, 200.

Household Management and Sewing; maximum for each, 100.

(4) For each subject, the maximum marks for the sessional record and final written examination shall be equal.

(5) The percentage requirements to pass shall be forty per cent. of the sessional work in each subject and forty per cent. of the total marks for each subject, and sixty per cent. of the aggregate for the three subjects of the final written

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

TEACHERS' CERTIFICATES

IN

VOCAL MUSIC

AT

THE UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN VOCAL MUSIC

AT

THE UNIVERSITY OF TORONTO

CERTIFICATES

1.—(1) Candidates who have been duly admitted under Regulation 11, page 14, and who pass the examinations and other tests in the Part I course as prescribed below, will be granted certificates as teachers of Elementary Vocal Music.

(2) Candidates who have been duly admitted under Regulation 11, page 14, and who pass the examinations and other tests in Parts I and II courses as prescribed below, will be granted certificates as Supervisors of Vocal Music in the Public and Separate Schools.

(3) Two summer courses will be required to complete Parts I and II. Part I shall be taken before Part II.

COURSES OF STUDY

2. The following are the courses of study:

PART I

Sight Singing

(From Tonic-Solfa and Staff Notations)

Major and Minor scales.
Modulation to related keys.
Rhythmic accentuation.
Measures, simple and compound.
The Pulse-unit and its varied divisions.

Ear Training

Tone perception and analysis.
Rhythm perception and analysis.
Writing melodies when sung or played upon an instrument.

Voice Training

Vocal physiology.
Breath control.
Vocal registers.
Resonance.
Intonation.
Enunciation and pronunciation.
Peculiarities of the child voice.

Songs

Unison, two and three-part songs.
Expression and interpretation.
Blending of parts.
Adaption of songs to the various grades.

Methods

Analysis of the course of instruction prescribed for Public and Separate Schools.
Pedagogics of music teaching.
Preparation of lesson plans.
Practice teaching with classes of children.

PART II

Sight Singing

(From Tonic-Solfa and Staff Notations)

Major, minor and chromatic scales.
Modulation, natural and extraneous.
Advanced time studies.

Ear Training

Writing melodies when sung or played upon an instrument.
Writing outer parts of short harmonic sentences.
Detection and correction of errors in pupils' performance.

Voice Training

A continuation of the subjects prescribed above for Part I.
Treatment of the child voice before and during adolescence.

Chorus Training

Advanced part songs for equal and mixed voices.
Musical and verbal expression.
Technique of choral conducting.

Methods

A continuation of the subjects described above for Part I.
Comparative analysis of recognized systems of teaching music in schools.

Harmony

The common chord and its inversions.
The dominant seventh and its inversions.
Part writing and harmonization of melodies.

BOOKS OF REFERENCE

3. The following is a list of books recommended for reference: those marked with an asterisk are of special importance:

PART I

*The Standard Course. John Curwen ..... 3s. 6d.
Curwen & Sons, Ltd., London.
*Teacher's Handbook of Tonic-Solfa. Cringan ..... $ .50
Canada Publishing Co, Ltd., Toronto.
*Educational Music Course. Cringan ..... .50
Canada Publishing Co, Ltd., Toronto.
Singing in Elementary Schools. Watkins ..... 1s.
Curwen & Sons, Ltd.
*How to Teach the Staff notation. Mason ..... 2s.
Curwen & Sons, Ltd.
Breathing for Voice Production. Hulbert ..... 2s. 6d.
Novello & Co., London.
How to Train Children's Voices. Hardy ..... 1s.
Curwen & Sons, Ltd.
The Singer's Guide. Adcock ..... 1s.
Curwen & Sons, Ltd.
Student's Musical History. Davey ..... 1s. 6d.
Curwen & Sons, Ltd.
Rudiments of Music. Cummings ..... 1s. 6d.
Novello & Co., London.
*A B C of Musical Theory. Dunstan ..... 2s.
Curwen & Sons, Ltd.
Solo Singer's Vade Mecum. Dunn ..... 1s. 6d.
Curwen & Sons, Ltd.

PART II

Voice Production. T. M. Mill $2.00
J. B. Lippincott Co., Philadelphia.
The Art of the Musician. Hanchett 1.50
The Macmillan Company of Canada, Toronto.
*A Treatise on Harmony. Part I. Ainger 1.25
Wm. Tyrrell & Co., Toronto.
Harmony and Counterpoint. Bertenshaw 1.25
Longmans, Green Co., New York.
*The School Music Teacher. Evans and McNaught ..... 2s. 6d.
Curwen & Sons, Ltd.
*The Teacher's Manual. John Curwen ..... 4s.
Curwen & Sons, Ltd.
The Boy's Voice. J. Spencer Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.
*Musical Theory. Curwen ..... 3s. 6d.
Curwen & Sons, Ltd.
*Text-book of Harmony. Oakey ..... 3s.
Curwen & Sons, Ltd.
*How to Observe Harmony. Curwen ..... 2s. 6d.
Curwen & Sons, Ltd.
Solo Singer's Vade Mecum. Dunn ..... 1s. 6d.
Curwen & Sons, Ltd.

EXAMINATIONS

4.—(1) The examinations and tests in Part I will consist of sessional work, practical examinations in the work of the course, and written examinations in Musical Theory and Methods. In the case of Part II there will be a written examination in Harmony in addition to the examinations and tests on the same subjects as prescribed for Part I.

(2) The maximum for each of the practical examinations and for each paper of the written examination shall be 100 marks.

(3) To pass in either Part a candidate's sessional work must be satisfactory to the Instructor and he must obtain forty per cent. of the marks assigned to each subject and an aggregate of sixty per cent. on all the subjects of the written and practical examinations respectively.

Written Examinations

PART I

Musical Theory

Musical rudiments, expression marks, compass and management of children's voices, translating from tonic-solfa to staff notation, and *vice versa*, and writing melodies previously memorized.

Methods

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

PART II

Musical Theory

Marks of expression, intervals, vocal physiology, advanced translation to either notation, and elements of musical form.

Harmony

Harmonization of melodies and basses, chord analysis, including the common chord and the dominant seventh, in root position and inversions.

Methods

Lesson plans for various grades, methods of voice training, solution of class-room problems, pedagogical principles underlying modern systems of teaching vocal music.

Practical Examinations

PART I

Sight Singing

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Tonic-Solfa modulator, a test containing leaps to any tones of the Major and Minor scales, and modulations of one and two removes.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa and Staff notations, the melody of a school song of moderate difficulty.

Ear Tests

(*a*) Singing to *lah*, an example of ear test suited to any Public School Form indicated by the examiner.

(*b*) Naming the notes of a short test, sung to *lah* by the examiner, who will first give the key tone.

(*c*) Giving the time-names of a short time test sung on a monotone by the examiner.

Memory Tests

(*a*) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length, previously prepared.

(*b*) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

Voice Tests

Vocalizing, as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

PART II

Sight Singing

(*a*) *Modulator.* Singing at sight, from the examiner's pointing on the Staff or Tonic-Solfa modulator, a test containing difficult intervals, and modulations of two and three removes, including chromatic tones.

(*b*) *Time.* Singing at sight, from either notation, on a monotone, a test containing difficult rhythmic divisions.

(*c*) *Melody.* Singing at sight, from the Tonic-Solfa notation, a melody containing extended modulation to the second remove, and the Tonic Minor, and another melody, of a less difficult character, written in the Staff notation.

Ear Tests

(*a*) Writing, in both notations, the notes of a melody of four measures in length and containing simple pulse divisions, on hearing it sung to *lah* by the examiner, who will first give the key tone.

(*b*) Writing, in either notation, the upper and lower parts of a single chant, played upon an instrument.

Memory Tests

(*a*) Solfaing, from memory, any one selected by the examiner, of four previously prepared school songs containing simple modulations.

(*b*) Bringing copies of passages from standard compositions, containing examples of modulations of two and three removes, and singing from memory any one selected by the examiner.

Voice Tests

(*a*) Singing any Major, Minor or Chromatic scale in a suitable key.

(*b*) Singing the arpeggio of the Major, Minor or Dominant Seventh chord.

(*c*) Singing, with appropriate expression and tone quality, a previously prepared song of the candidate's own selection.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR TEACHERS' CERTIFICATES

IN

THE COMMERCIAL SUBJECTS

AT

THE UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN THE COMMERCIAL SUBJECTS

AT

THE UNIVERSITY OF TORONTO

CERTIFICATES

1. (1) Candidates who have been duly admitted to the examination under Regulation 11, p. 14, and who pass the examinations in the subjects of Part I, as prescribed below, will be granted certificates as teachers of the Elementary Commercial subjects.

(2) (*a*) Candidates who pass the examinations and other tests in the subjects of Parts I and II as prescribed below, and who hold a degree in Arts from a British University approved by the Minister, obtained before or after the Specialists' examination, will be granted certificates as Commercial Specialists; but candidates who not later than August, 1915, passed the examination for either Part may complete the examination provided they hold at least a High School Assistant's certificate.

(*b*) Certificates of graduation in the present Honour Courses in Political Science of Toronto, Queen's, and McMaster Universities will be accepted in lieu of the examinations prescribed in Part II below.

(*c*) The certificate in the Elementary Commercial subjects granted under Regulation 8 (1) of the High School Regulations of 1913 will not be accepted in lieu of the examinations in Part I prescribed below.

COURSES OF STUDY

2. (1) The courses in each of the Parts prescribed below will be covered in such detail as the time will permit.

(2) In the course in Part I there may be a beginners' class as well as an advanced class. These classes will be conducted concurrently and students may be transferred from one class to the other at any time at the discretion of the instructor.

(3) It is expected that for beginners the course in Part I for candidates for certificates as teachers of Elementary Commercial subjects will require two Summer sessions.

PART I

Bookkeeping: Theory

Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labour, material, departmental accounts, cost accounting so far as is covered in Course II of The Ontario School Bookkeeping; practical treatment of such accounts as bank, discount, freight, suspense, bad debts, depreciation, etc.; columnar cash books, journals, etc.; self-

balancing ledgers; and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, and of receipts and disbursements; banking, savings, and current accounts, collection and exchange, statements of banks and other corporations.

Bookkeeping: Practice

Making the proper records and financial statements from given data. Single proprietor, partnership, and corporation accounting.

Business Practice and Business Law

(*a*) Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

(*b*) Business Law: Negotiable paper, indorsement, acceptance, discharge, dishonour, protest, negotiability and assignability, accommodation paper; statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts; partnership, joint stock companies; insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts; property; mortgages; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant; wills and succession duties; copyrights, trade marks, industrial designs, patent rights.

Penmanship

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, marking.

Stenography: Theory

The principles of The Isaac Pitman system of Stenography.

Stenography: Practice and Typewriting

(*a*) Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(*b*) Typewriting: Copying, invoicing, billing, columnar statements, etc.

Mercantile Arithmetic

Interest, discount, commission, duties and customs, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, compound interest, exchange, practical measurements, and the metric system.

PART II

Auditing

Object, scope, and advantages of an audit; preliminary steps; instructions to the bookkeeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and

company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates.

Economic Geography

Physical Geography in its economic aspects and the relation of these aspects to the natural resources of the chief countries. The raw material of commerce—food stuffs, textile fabrics, building material, and materials for use in the arts. Production centres, markets and trade routes; growth of commerce and distributing agencies in Canada, the British Empire, and the United States; influence of tariffs on trade; free trade; relation of waterways to railways, the distribution of the waterways of the country and their effect on domestic commerce. Possibilities and limitations of trade within the British Empire; Canadian exports and imports; importance of the Suez and Panama Canals.

History of Commerce and Industry

Ancient and Mediæval commerce; the influence of Venice; the Crusades; the mediæval guilds and their relation to modern trade unions; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendency; struggle of the English, French and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States; and the commercial position of South America, Africa, Asia (especially the influence and growth of the Japanese and Chinese nations), and Oceania.

Money and Banking

Theory of money, its history and functions; credit; mechanism of exchange. Nature and function of banks, management of reserves, note issue, redemption fund, leading banking systems of the world, especially those of Canada and the United States, clearing houses, savings banks, trust and loan companies; balance of trade, meaning and effect on exchange, the provisions of the Bank Act and the Currency Act.

Theory of Economics

Principles of production, distribution, and exchange. Economic theories of value, rent, wages, profits and interest; land, labour and capital; industrial combinations, extent, dangers and advantages; socialism.

National and local finance; public debts, methods of extinction and conversion; sinking funds; public domain—lands, forests, minerals; principles of taxation.

The Arithmetic of Investment

Compound interest, annuities certain, sinking funds and depreciation, formation of interest and annuity tables, the application of logarithms, the valuation of bonds.

BOOKS OF REFERENCE

3. The following list of books is recommended for reference; those marked with an asterisk are of special importance:

PART I

Ontario School Bookkeeping—Second Course $1 00
Educational Book Co., Toronto.

*Joint Stock Company Accounts—Hoskins 2 00
Commercial Text Book Co., Toronto.

Manufacturers' Accounts—Eddis and Tindall 2 00
Accountancy Book Publishing Co., Toronto.

*Accounting in Theory and Practice—Lisle 4 25
Wm. Green and Sons, Edinburgh.

Digest of Canadian Mercantile Law—W. H. Anger 2 00
W. H. Anger, Toronto.

Acts: The Bills of Exchange Act, 25cts.; The Bank Act, 25 cts.; The Currency Act, 15cts.; The Dominion Companies' Act, 25cts.; The Ontario Joint Stock Companies' Act 50
Carswell Co., Toronto.

The Business Journal (for penmanship commence with Sept. number).... 1 25
20 Vesey St., New York.

Modern Business Penmanship—E. C. Mills 28
The American Book Co., New York.

Course in Isaac Pitman Shorthand, Centenary Edition 1 50
Commercial Text Book Co., Toronto.

Expert Typewriting—Fritz and Eldridge 85
American Book Co., New York.
Morang Educational Co., (Agents) Toronto.

PART II

Algebra for Matriculation (chapters on Progressions, Logarithms, Annuities)—Hall and Knight 90
The Macmillan Co. of Canada, Toronto.

The Theory of Finance—Geo. D. King 1 25
Charles and Edward Layton, London Eng.

or

*Interest and Bond Values—M. A. Mackenzie 1 00
University Press, Toronto.

*Auditing: Theory and Practice—Montgomery 5 00
Ronald Press Co., New York.

Pitman's Commercial Geography 85
Commercial Text Book Co., Toronto.

Commercial Raw Materials—Toothaker 1 25
Ginn and Co., New York.

Ontario High School Physical Geography 60
Morang Educational Co., Toronto.

Canada Year Book
Department of Agriculture, Ottawa.

Canadian Almanac	60
The Copp, Clark Co., Toronto.	
*History of Commerce in Europe—H. deB. Gibbins	90
The Macmillan Co. of Canada, Toronto.	
History of Commerce—Clive Day	2 00
Longmans, Green & Co.	
*Money and Banking—Scott	2 00
Henry Holt and Co., New York.	
Money and Mechanism of Exchange—Jevons	1 75
D. Appleton and Co., New York.	
Canadian Banking System—J. F. Johnston	30
Supt. of Documents, Government Printing Office, Washington, D. C.	
Outlines of Economics—R. T. Ely	2 00
The Macmillan Co. of Canada, Toronto.	

EXAMINATIONS

4. (1) The examinations in Parts I and II may be taken at one time, or in different years, and in either order.

(2) There will be one examination paper in each of the subjects. The examination in Stenography and Typewriting will be practical and will include (*a*) dictation and transcription on a typewriter and (*b*) typewriting from given printed matter.

(3) The requirements for pass in each Part will be forty per cent. of the marks for each subject or paper (valued at 100) and sixty per cent. of the aggregate of marks for the Part.

COURSES

AND

EXAMINATIONS

FOR

TEACHERS' CERTIFICATES

IN

PHYSICAL CULTURE

AT

THE UNIVERSITY OF TORONTO

AND

THE ARMOURIES, TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS' CERTIFICATES IN PHYSICAL CULTURE

AT

THE UNIVERSITY OF TORONTO

AND

THE ARMOURIES, TORONTO

CERTIFICATES

Department of Education

1.—(1) Candidates who have been duly admitted to the examination under Regulation 11 (1), page 14, and who pass the examinations and other tests in Part I, as prescribed below, will be granted by the Department of Education certificates as teachers of Elementary Physical Culture.

(2) Candidates who have been duly admitted to the examination under Regulation 11 (1), page 14, and who pass the examinations and other tests in Parts I and II, as prescribed below, will be granted certificates as Supervisors of Physical Culture.

(3) Candidates who have been duly admitted to the examination under Regulation 11 (1), page 14, and who pass the examinations and other tests in Parts I and II as prescribed below, will be granted certificates as Specialists in Physical Culture.

(4) (*a*) Certificates obtained in Summer Courses at the University of Toronto subsequently to 1907 or in the Special Course for Physical Culture at the same University not later than 1915 may be accepted by the Minister of Education as entitling the holders, if otherwise qualified, to pass standing in Part I or to certificates in Elementary Physical Culture.

(*b*) Subject to such exemptions as may be granted by the Minister under these provisions, the work for the certificate in Elementary Physical Culture may be completed in one Summer Course, that for the Supervisor's or Specialist's certificate in two Summer Courses.

(*c*) The holders of Strathcona Grade B certificates may be exempted from such exercises and examinations as are covered by said certificates.

Department of Militia and Defence

2. Candidates who have been duly admitted, and who pass the examinations and other tests prescribed, will be granted by the Department of Militia and Defence, Ottawa, (1) Strathcona Grade B Certificates; and (2) Cadet Instructors' Certificates, Grade A, which will qualify the holders for the rank of Lieutenant in the Active Militia and for a Cadet Instructorship.

COURSES OF STUDY

3. The following are the courses in Part I and II:

PART I

PRINCIPLES

For Men and Women

(1) Anatomy:
Bone, composition, classification.
Bones of upper extremity.
Bones of vertebral column.
Bones of the head.
Bones of abdomen and thorax.
Bones of lower extremity.

Joints—classification and description of movable joints.
Importance of joints.

Muscle—varieties.
Origin, insertion and action.

Digestive system—stomach, liver, etc.
Circulatory system—heart, arteries, veins, etc.
Respiratory system.
Nervous system.

(2) Physiology:
Oxidation and waste, metabolism.
Blood, composition, quality, the heart beat.
Respiration—mechanism, changes in the lungs, in the tissues.
Nervous mechanism of respiration.
Physiology of muscle.

Digestion:
Digestive juices.
Function of saliva, gastric juice, pancreatic juice, and bile.
Succus entericus.
Changes in the food in the alimentary canal.
Lymph—movements.
Absorption.

Nutrition:
Comparison of income and output of material.
Animal heat.
Diet.

(3) First aid to the injured.
Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heat stroke, poisons, bandaging.

PRACTICE

For Men Only

(1) Mutual Instruction in Calisthenics.

Dumb bells { (a) Roberts. (b) Barton.

Wands { (a) Elementary. (b) Barton. (c) Anderson (twist wand drill).

Clubs—class club-swinging.

(2) Elementary exercises on following apparatus:

Horse: vaults—
- Flank.
- Front.
- Rear.
- Screw.
- Squat.
- Straddle.
- Wolf.

Mats:—Jumps and hops.
Jumps and hops with turns.
Front and back rolls.

Vaulting bar: vaults—same as on horse.
Underswings.
Underswings with turns.

Buck: vaults—same as on horse and vaulting bar.

(3) Indoor games—course to enable teachers to coach and referee the following games.
- (a) Basket ball.
- (b) Indoor baseball.
- (c) Volley ball.

(4) Outdoor athletics—

Field and track sports—course to enable teachers to coach athletes and to direct athletic meets.
- (a) Starting.
- (b) Sprinting.
- (c) Running.
- (d) Broad jump.
- (e) High jump.
- (f) Shot put.
- (g) Hurdles.

For Women Only

(1) Squad drill:
Marching tactics.
Wheeling.
Turnings.

(2) Basic fancy steps, dancing steps, folk dances, songs of the nations.
Rhythmical balance exercises.

(3) Free hand exercises, including Strathcona Trust exercises.
Dumb bell drills (a) elementary.
(b) advanced.

Wand drills (a) Barton.
(b) Anderson's twist-drill.

Clubs:
Classified exercises.

(4) Elementary exercises on the following apparatus:
Horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

(5) Indoor athletic sports.
(*a*) Running races.
(*b*) Gymnasium games, including basket ball.
(*c*) Schoolroom and playground games.

(6) Swimming.

PART II

PRINCIPLES

For Men and Women

(1) Hygiene and sanitation:
Air, water, food, ventilation, sleep.
School, dwelling, and camp hygiene.
Kitchen waste and sewage disposal.
Infection and its prevention.

(2) Physiology of exercise:
Combustion.
Fatigue.
Breathlessness.
Stiffness.
Overwork.
Effects of training.
General effect of exercise.
Mental work.

(3) Anthropometry:
Parts to be measured.
Instruments necessary.
The average physique.
The ideal physique.

(4) Body building:
Exercises for neck, chest, arms, forearms, upper back, lower back, thigh, leg.

(5) Corrective work:
Exercises for round shoulders, low shoulder, high shoulder, spinal curvature, uneven hips, poor circulation, deficient lung capacity, constipation.

For Men Only

(6) (*a*) Discipline and military law.
(*b*) Duties.
(*c*) Interior economy.
(*d*) Theory of rifle and its practical application.

PRACTICE

For Men Only

(1) Mutual Instruction in the Calisthenics of Part I.

(2) 1st and 2nd grade exercises on the following apparatus:

Horse—Vaults.
Feints.
Circles.
Combinations of vaults, feints and circles.
Thief jumps—with turns.

Mats: Rolls.
Dives.
Cartwheels.
Head stands.
Hand stands.
Hand springs.

Parallel Bars: Rests.
Seats.
Walks.
Jumps.
Vaults.
Spreads.

Horizontal Bar: Grasps—Ordinary.
Reversed.
Combined.
Rests — Free.
Riding.
Circles—Knee.
Seat.
Underswings.

Ladder—Hangs.
Walks.
Swings.

Rings — Hanging stand.
Hammock hangs.
Pull ups.
Hangs with pull ups and leg expressions.

(3) Corrective apparatus—use of same.

(4) Outdoor athletic games—course to enable teachers to coach and referee the following games:
Lacrosse.
Hockey.
Rugby.
Soccer.
Baseball.

(5) Swimming—including life-saving methods and Schafer method of resuscitation.

(6) Boxing, fencing and single sticks.

(7) (*a*) Drills—squad and company drill.
(*b*) Exercises—rifle and musketry practice, skirmishing.
(*c*) Miscellaneous—ceremonial, drawing and returning swords, saluting with the sword:
Signalling: an elementary knowledge of signalling.
Sub-target gun—ability to instruct in use of sub-target guns.

For Women Only

(1) Mutual instruction in calisthenics, freehand, dumb bells, wands and clubs.
(2) Folk dances.
(3) Figure marching.
(4) Athletic games—course to enable teachers to coach and referee the following games:
(a) Basket ball.
(b) Indoor baseball.
(c) Volley ball.
(5) Fencing.
(6) Swimming.

BOOKS OF REFERENCE

4. (1) The following list of books is recommended for reference; those marked with an asterisk being of special importance and the last four being obligatory for the Cadet Instructors' Course.

*Physical Training, Including First Aid to the Injured and Military Drill. By Jas. W. Barton, M.D., Physical Director in the University of Toronto. Musson Book Co., Toronto ..... $ .75

At Home in the Water. By Geo. H. Corsan, Swimming Instructor, University of Toronto. Association Men Press, New York City ..... .75

Handbook of Rhythmical Balance Exercises. Grannis Press, New York City. 1.50

The Folk Dance Book. A. S. Barnes & Co., New York City 1.50

*The Syllabus of Physical Exercises for Public Elementary Schools (Strathcona Trust). Copp, Clark & Co., Toronto ..... .25

*Infantry Training, 1914. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa ..... .25
*Rifle Exercise. For Ross Rifle, 1914. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa..... .25
*Manual of Signalling. Harold A. Wilson Co., Toronto, or the Stationery Department, Militia and Defence, Ottawa ..... .25

EXAMINATIONS

5. (1) The examinations for the Strathcona Grade B and Cadet Instructors' certificates are held by the Department of Militia and Defence, and the results thereof are accepted by the Department of Education as parts of its examinations for certificates in Physical Culture.

(2) Written and practical examinations will be held at the close of the session by the Department of Education in the parts of the courses given by it for the certificates in Physical Culture. At these examinations the standing of the candidates in each Part will be determined as follows:

(*a*) By sessional work which will be valued as a subject at 200 marks;

(*b*) By final practical tests which will be valued as a subject at 200 marks; and—

(*c*) By final written examinations which will consist of four papers, each paper being regarded as a subject; max. 100 each.

(3) The percentage requirements to pass will be forty per cent of the marks for each subject and sixty per cent. of the aggregate of marks for the part.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

TEACHERS OF AUXILIARY CLASSES

AT THE

UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS OF AUXILIARY CLASSES

AT

THE UNIVERSITY OF TORONTO

CERTIFICATES

1. (1) The work prescribed for a certificate as teacher of Auxiliary Classes is covered in one Summer session or in two consecutive Summer sessions with a reading course between, according to the grade in which the student is placed on entering. This grade will be determined by the grade of the teacher's professional certificate and by previous experience in the work of Auxiliary Classes.

(2) At the close of the session, candidates who have been duly admitted to the examinations under Regulation 11, page 14, and who pass the examinations and other tests on the course prescribed below, will be granted certificates as teachers of Auxiliary Classes.

(3) The division of the work between the First and Second Sessions shall be at the discretion of the Principal.

COURSES OF STUDY

2. The courses consist of lectures and demonstrations by the staff, and of Observation and Practice-teaching by the students.

Introductory

Education and special Education. The Child Welfare Movement. The Exceptional Child.

The diagnosis, cause, results, and prevention of mental defect and of the more important physical defects.

Development of Auxiliary Classes, Training Schools, and Industrial Farm Colonies for mental defectives.

"After Care." "Follow up Work." "Field Work."

The powers and capacities of mental defectives.

Their physical and mental characteristics.

The training of the senses, muscular powers, and will. Habit formation. Chronological, mental, and physiological age.

Classification of, and tests for mental defectives; legal and other definitions of different grades of mental defect.

Medical and pedagogical study of the backward, the retarded, the dull, the neuropathic, and the psychopathic child.

Individuality and personality of mental defectives.

The Auxiliary Classes Act of Ontario.

The aims and functions of School Medical Inspection and its relation to the Auxiliary Classes.

Causes of Mental Dullness, Backwardness, and Retardation

Adenoids; bad housing, overcrowding and environment; cardiac conditions; contagious diseases; defective breathing; delayed convalescence; defective teeth; diseased glands; enlarged tonsile; excitement and strain; imperfect sight; imperfect hearing; immoral conduct; bad habits; lack of care; loss of sleep; malnutrition; poverty; speech defects; specific disease; tuberculosis; toxæmia.

Hygiene

Home Hygiene; personal hygiene; cleanliness; neatness; clothing. Establishing correct habits.

Academic Education

Capacity for instruction in reading and writing, speech and language; arithmetic, music, local geography and history, and literature; object lessons; the methodology of these subjects.

Physical Education

Posture; locomotion; lifting feet properly; walking movements; marching; correct breathing; motor training; co-ordination; gymnasium methods; simple gymnasium apparatus; imitative work; command work; corrective work; exercises training pupils in counting, direction, and regular movements.

Industrial Education

Special importance of Industrial Education.

Preparation for it: use of hands, gradual acquirement of knowledge, use of models, recognition and use of materials, use of tools.

Domestic duties; co-operation with home and family industries and occupations; household arts and crafts.

Textile work; simple trade work, such as carpentry; simple design and decoration.

Nature study; school gardens; vegetable and flower gardening.

Farm work: Care of poultry and other animals.

Amusement and Recreation

Importance of daily amusement and recreation.

Country walks; object lessons; clay modelling; story-telling; memorizing poetry; use of musical instruments; music, singing, phonograph, pictures.

"Playing shop" and "Playing house" and other lessons on money and on simple business, market, and home matters.

Value of holidays, birthdays, and dates of important events; social events.

Development of domestic aptitudes; table manners and courtesies at the school lunch.

Class Organization and Management

Admission of pupils; pupils who should be admitted and other pupils who are not suitable for Auxiliary Classes.

Records in special class work; teacher's Diary or Journal and Commonplace Book; records of visits to homes; relation of the Auxiliary Class to the School in which it is placed; necessity of a flexible and varied programme.

First lessons; individual study of each child; development and progress of the child; arousing of interest; acquisition of useful and practical knowledge; importance of teaching by objects and concrete examples.

Moral training; discipline and disciplinary cases.

The juvenile defective delinquent; adjustment and mal-adjustment of child to environment; possibilities of happiness; happiness indispensable.

Home environment; how to form relationships with home life of child.

Psychology

As abnormal children are simply those at the extreme ends of the scales for intelligence, morals, etc., the psychology of abnormal children is essentially a study of individual differences. Before the abnormal can be understood the normal must be known. The following, accordingly, is an outline of the topics of the course in psychology:

Psychology as the study of behaviour; neural action in relation to consciousness and behaviour.

The sense organs and sensation; the training of the senses; devices of training, such as the Montessori methods, which have proved successful in training the mentally-defective.

Instincts and their control for educational purposes; the Play instinct; educational importance of play; games for mental defectives; social instincts and their value for education.

The Psychology of habit formation; laws and maxims of habit formation; development of motion power and control; the relationship of motor expression to mental development; the psychology and pedagogy of handicrafts; practice and fatigue.

Association and memory; good and bad memories; methods of memorizing; economical methods of memorizing; the curve of forgetting; memories of mental defectives.

Attention and interest; lack of interest in mental defectives and the problem of its arousal.

Stages of mental development in children; the mental defective as a chronically immature person.

Psychological tests; nature, uses and limitations of tests; the Binet-Simon tests; critical discussions of the value and limitations of these tests.

Psychological principles to be observed in the education of the feeble-minded.

Observation and Practice-Teaching

3. (1) Demonstration lessons shall be taught from time to time by members of the staff, of the nature and purpose of which due notice shall be given the students by the Principal.

(2) (*a*) The courses in Observation and Practice-teaching shall begin as soon as the Principal deems it expedient, and the number of lessons in each shall be at her discretion.

(*b*) The students shall be divided into groups and the work shall be taken up systematically as per time-table. The group to which the student belongs shall be present at the discussions on the Observation and Practice-teaching lessons.

(*c*) The lessons for each student shall be arranged as far as practicable so as to cover the work of the Auxiliary Classes in all the subjects.

(*d*) The students shall be notified by the Principal of the subject and scope of the Observation lesson and shall have prepared the lesson beforehand. After the Observation lesson, they shall discuss it with the teacher concerned.

(*e*) The students shall be notified of the subject and scope of the Practice-teaching lesson by the teacher, after consultation with the Principal.

(i) The students shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(ii) The necessary applications of the Science of Education and of Methodology shall be made systematically by the teachers concerned in connection with the Demonstration and Observation lessons and Practice-teaching.

Winter Reading Course

4. The following books are prescribed for the Winter Reading course:

The Conservation of the Child. Arthur Holmes .....
Phillips & Lippincott, London.
Kallikak Family. Henry H. Goddard $1.50
The Macmillan Co., Toronto.
The Organization and Management of Auxiliary Classes. Helen MacMurchy ..... (free.)
The Department of Education, Toronto.
Mentally Defective Children, their Treatment and Training. G. E. Shuttleworth and W. A. Potts 1.60
H. K. Lewis, London.
The Mentally Defective Child. Alfred Binet and Th. Simon, authorized translation ..... .75
Edward Arnold, London, England.
Backward and Feeble-minded Children. E. B. Huey 1.60
Warwick & York Co., Baltimore.

BOOKS OF REFERENCE

5. The following books are recommended for reference; copies will be provided in the library:

Feeblemindedness, Its Causes and Consequences. Henry H. Goddard $4.00
The Macmillan Co., Toronto.
Feeblemindedness in Children of School Age. C. P. Lapage 1.50
The University Press, Manchester.
Child Problems. G. B. Mangold 1.25
The Macmillan Co., Toronto.
The Mental and Physical Life of School Children. Peter Sandiford 1.35
Longmans, Green & Co., London.
The Feeble-minded. E. B. Sherlock 2.50
The Macmillan Co., Toronto.
Mental Deficiency. A. F. Tredgold 3.25
Bailliére, Tindall & Cox, London.
Mental Health of the School Child. J. E. W. Wallin 2.10
Yale University Press, New Haven.

EXAMINATIONS

6. (1) (*a*) The final standing of the student shall be determined on the combined results of the sessional records and prescribed examinations and the Observation and Practice-teaching records. Students will also be expected to have read carefully the books prescribed for the Winter Reading Course.

(*b*) The sessional records shall consist of oral and written class tests in each subject.

(2) (*a*) The final written examinations shall consist of a paper on each of the following subjects:

Mental Defectiveness: Its Causes and Prevention.
Psychology: General and Special.
The Methodology of the Auxiliary Class subjects.
Organization and Management of Auxiliary Classes.

(*b*) To the examinations in (*a*) will be added in 1916 an examination on the Winter Reading Course, which will be held on the first Saturday of the course.

(3) Each subject shall be valued at 100 marks, of which 40 shall be allowed for the sessional records and 60 for the final examinations.

(4) The marks counted in estimating the final standing of the student in Observation and Practice-teaching shall be those awarded during the session, the maximum marks for Practice-teaching being 300 and those for Observation lessons 50.

(5) The standing of each student at the end of the First Course will be determined by the Sessional Records, sixty per cent. of the total of the marks being required for admission to the Second Course.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

TEACHERS' KINDERGARTEN-PRIMARY CERTIFICATES

AT

The Aberdeen Public School, London
The Borden Public School, Ottawa
The McCaul Public School, Toronto

SUMMER COURSES AND EXAMINATIONS FOR TEACHERS OF KINDERGARTEN-PRIMARY CLASSES

AT

LONDON, OTTAWA AND TORONTO

CERTIFICATES

1.—(1) Kindergarten Directors who have been duly admitted to the examinations on Course A under Regulation 11, page 14, and who pass the examinations and other tests as prescribed below will be granted at the close of the session an Interim Kindergarten-Primary certificate valid for two years in a Kindergarten-Primary class.

(2) (*a*) Primary teachers who have been duly admitted to the examinations on Course B under Regulation 11, page 14, and who pass the examinations and other tests as prescribed below, will be granted at the close of the first session a certificate of standing valid for one year for the position of assistant in a Kindergarten-Primary class, and at the close of the second session, a Kindergarten-Primary certificate valid in a Kindergarten-Primary class.

(*b*) For admission to the second session of Course B, the applicant must have passed the examination at the end of the first session.

COURSES OF STUDY

2. For a Kindergarten-Primary certificate, there are, for teachers duly admitted under Regulations 4 (*d*) page 10, two courses, A and B, as detailed below:

Text Books

3. The teacher-in-training is required to provide herself with a copy of each of the books the titles of which are printed below in italics. The parts of such text-books that should be taken up in particular will be indicated by the instructors during the courses.

COURSE A

4. The work prescribed for Course A for Kindergarten Directors for a Kindergarten-Primary certificate will be covered in one Summer Session of five weeks, and consists of the following, as related to the subjects of the course for Form I.:

(1) (*a*) Review of the Normal Course in Science of Education with special reference to the study of the child during the period of early childhood and to the principles and methods to be applied in the training of the child during this period.

(*b*) Review of the course in School Organization and Management, in so far as it applies to the organization and management of Kindergarten-Primary and Primary classes.

(2) The significance of the Kindergarten Plays, Games, and Occupations.
(3) The Special Methodology of each subject.
(4) Observation Lessons and Practice-Teaching.

Special Methodology

5. The details of the courses in the Methodology of the subjects of Form I are as follows:

1. Reading

Introductory.—The correlation of reading with other subjects; importance of training in reading and the principles of vocal expression to the pupil's ordinary speech and general culture.

Forms.—The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; how to develop spontaneous self-expression in the pupils through talks, songs, stories, games, etc.; the teaching of new words incidentally and through games involving the use of the kindergarten gifts, trade games, imagination games, etc.; the teaching of word recognition based on the above; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; use of black-board, charts and word-cards in teaching word recognition and reading; oral phonic analysis, written phonics; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms; means of securing natural expressive reading.

Use of exercises in breathing, articulation and vocalization, and of exercises suitable for seat work.

2. Spelling

Introductory.—Correlation of spelling with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling; necessity for teaching, not merely testing spelling.

Methods.—The various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; how to use their study of form in the Kindergarten Gifts and Occupations in training the pupils to get vivid images; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

3. Oral and Written Composition

Introductory.—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression.

Methods.—Methods of encouraging the pupil's free natural expression and of extending his vocabulary through conversations, nature and other talks, and the kindergarten gifts, occupations and stories; principles governing criticism of oral composition; the dangers connected therewith and the means of avoiding them; written composition.

Oral and Written Composition.—Their relation; how habits of speaking and writing goood English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; selection and organization of materials; use of stories, etc.

4. Literature

Introductory.—Nature and elements of literature.

Teacher's Preparation.—Special importance of the teacher's own qualifications; a class course in literature; sessional private reading courses for teachers-in-training; suggestions for their future reading.

Selection of Subject-matter.—Qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; the correlation of literature with nature study, etc.; suggested lists of fairy tales, fables, nature stories, etc.

Methods.—Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

5. Writing

Introductory.—The purpose of writing; its correlation with other subjects.

Methods.—A brief outline of the different methods of teaching the subject; how to utilize rhythmic movements in games and manual exercises in teaching writing; use of black-board, crayons, and large pencils to develop muscular movement; pen-holding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board; dangers of unsupervised writing.

6. Arithmetic

Introductory.—The scope of arithmetic; its relation to other subjects of the curriculum; kindergarten materials and occupations as a basis for number.

Number.—The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Methods.—How to use the pupil's home experiences and the kindergarten materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, square table, kindergarten sticks, etc.; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition, addition tables, order of exercises, devices; subtraction; additive method, decomposition method, order of exercises, devices; typical forms of seat work.

Problems.—Simple problems; application of number facts in the occupations of the Kindergarten-Primary and of the First Form.

7. Nature Study

Introductory.—The character and scope of nature study; its relation to formal science; its correlation with other subjects; nature study in relation to the symbolic games of the Kindergarten.

Materials.—Conditions determining the choice of material for nature study lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods.—Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special topics dealing with materials of nature study and illustrating methods of presentation; the relation of feeling to knowledge in nature study work.

School Gardens.—The purpose of school gardens; school gardens as a phase of nature study work; the care of school gardens.

NOTE.—In order that they may be able to direct the practical side of nature study in school, teachers-in-training should make excursions for the purpose of studying and collecting materials in their natural environment and relations.

BOOKS OF REFERENCE

6. The following books are for reference in Course A. (See Regulation 3):

Normal School Manuals: *Science of Education. School Management and Organization.*

Public School Manuals: *Primary Reading. First Golden Rule Book. Composition and Spelling. Literature. The Ontario Writing Course. Arithmetic. Nature Study.*

Ontario Public Schools Act and Regulations.

Arlo Bates; Talks on the Writing of English.
MacClintock; Literature in the Elementary School.
Arlo Bates; Talks on the Teaching of Literature.
Lindsay, Maud; Mother Stories.
Lindsay, Maud; More Mother Stories.
Lindsay, Maud; A Story Garden of Little Children.
Alden; Knights of the Silver Shield.
Stevenson, Robert Louis; Children's Garden of Verse.
Bailey; In the Children's Hour.
Harrison; In Story Land.
Bryant; How to Tell Stories to Children.
Hodge; Nature Study and Life.
Dearness; How to Teach Nature Study.
Scott; Nature Study and the Child.
Coulter; Practical Nature Study.

COURSE B

7. The work prescribed for Course B for Primary teachers for a Kindergarten-Primary certificate will be covered in two Summer Sessions and consists of the following:

(1) A concise review of the Normal School courses in the Science of Education and School Organization and Management, as related to the Kindergarten course.

(2) Kindergarten Principles.
(3) Kindergarten Practice.
(4) Observation Lessons and Practice-Teaching in Kindergarten classes.

8. The details of the subjects of Course B are as follows:

Kindergarten Principles

Relation of the Kindergarten to education in general.
Frobelian principles and their application in the Kindergarten.
Educational significance of the Frobelian Gifts and Occupations.
Equipment of the Kindergarten.

Kindergarten Practice and Methods

1. Gifts

The Gifts: Their general objects as well as their specialties; how they are graded and why; their connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by com-

bining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

2. Occupations

The course in the Occupations embraces a knowledge of the Frœbelian Occupations, and their connection with other branches of Kindergarten work, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development: Straight lines.

1. Straight lines of one length;
2. Variations in relative position;
3. Variations in length;
4. Horizontal lines of one length;
5. Horizontal lines, variations in relative position;
6. Horizontal lines, variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above:—

Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal oblique lines, first degree, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General plan: From (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths

combined, following the general plan in (*b*); one in vertical, horizontal, and slanting lines of all lengths following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects. *Attention should be paid to colour harmonies.*

First Series: Vertical effects, regular combinations as one and two; three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; "all over" repeats, two mats.

Folding.—A series of forms from the circular basis, not fewer than eight. Salt-cellar, ground form; salt-cellar, star, king's crown, queen's crown, pepper-box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground form; four inventions in symmetrical designs from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; table-cloth ground form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, loose box, close box, picture frame; the table-cloth ground form, an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground form.

3. Mother Play

The course in the Mother Play embraces a study of the educational principles and practice of Froebel as embodied in the "Mutter und Kose Lieder," and the relation of the Mother Play and the other subjects of the curriculum, such as Psychology and Child Study, to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of six typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to adapt the games to the needs of the growing child and prepare him for the folk dances, calisthenics, and drill of the rest of the course.

BOOKS OF REFERENCE

9. The following books are recommended for reference in course B (see Regulation 3):

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*
Dewey: The School and Society.
Dewey: The School and the Child—Edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.
Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Froebel: Pedagogics of the Kindergarten.
Froebel: The Education of Man.
Morgan: The Montessori Method. Bulletin, No. 1, Ontario Department of Education.
Kilpatrick: The Montessori System Examined.

5. Winter Reading Course

10. The following are prescribed for the Winter Course in Reading:
Froebel's Educational Laws—Hughes.
Mottoes and Commentaries of Froebel's Mother Play—Blow.
The Kindergarten—Blow, Hill, and Harrison.

COURSES A AND B

Observation and Practice Teaching

11.—(1) Demonstration lessons in the subjects of the school courses shall be taught by members of the staff.

(2) The courses in Observation and Practice-teaching for Courses A and B shall begin as soon as the Principal deems it expedient, and the number of lessons in each shall be at his discretion.

(3) The students shall be divided into groups and the work shall be taken up systematically per time-table. The group to which the student belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(4) The lessons for each student shall be arranged as far as practicable so as to cover the work of the Public and Separate Schools in all the subjects of the Course.

(5) The students shall be notified by the Principal of the subject and scope of the Observation lesson and shall have prepared the lesson beforehand. After the Observation lesson, they shall discuss it with the teacher concerned.

(6) (*a*) The students shall be notified of the subject and scope of the Practice-teaching lesson by the teacher, after consultation with the Principal.

(*b*) The students shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(7) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by the teachers concerned in connection with the model and observation lessons and practice.

EXAMINATIONS

12.—(1) The final standing of the candidate will be determined on the combined results of her sessional records and final written examinations and on her Observation and Practice-teaching records.

(2) The Sessional Records shall consist of oral and written class tests in each subject of the course.

Written Examination

(3) There shall be a final written examination in each course as follows, at the close of each session, except in the case of the Winter Reading course of Course B, the examination in which will be held on the first Saturday of the second session; the examination at the end of the second session of Course B will cover the Kindergarten subjects of both sessions:

COURSE A

The Science of Education and School Organization and Management—one paper.

Reading, Literature, and Composition—one paper.

Arithmetic and Writing.—one paper.

Hygiene and Nature Study—one paper.

COURSE B

Winter Reading Course—one paper.

Kindergarten Principles and Methods—one paper.

Theory and Practice of the Gifts and Occupations—one paper.

Mother Play, Talks, and Stories—one paper.

Valuation of Subjects

(4) The maximum marks for each subject shall be 100, 40 being for sessional records and 60 for the final examinations.

Observation and Practice Teaching

13. The marks counted in estimating the final standing of the candidates in Observation and Practice-teaching for each course shall be those awarded her during the session, the maximum marks for observation being 50, and for Practice-teaching, 300.

Standard

14. The pass standard for Course A and for Course B shall be 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for the subjects and Observation and Practice-teaching respectively.

SYLLABUS

OF

SUMMER COURSES

AT

THE UNIVERSITY OF TORONTO

FOR

TEACHERS OF FRENCH

IN

THE HIGH AND CONTINUATION SCHOOLS

SUMMER COURSES FOR TEACHERS OF FRENCH

AT THE

UNIVERSITY OF TORONTO

COURSES OF STUDY

1.—(1) To the courses in French may be admitted as follows the holders of professional certificates qualifying them to teach in the High or Continuation Schools:—

(*a*) To Course A, Honour University graduates in Modern Languages; and

(*b*) To Course B, other applicants whose academic preparation has fitted them to teach French.

(2) As far as practicable, the work will be conducted in the French language.

(3) Students may be transferred from one course to the other at the discretion of the instructors.

COURSE A

2.—The following are the details of Course A:—

Pronunciation

Phonetics; the international phonetic alphabet; production of sound; voiced and voiceless sounds; vowels, consonants, semi-vowels; syllabication, stress, accentuation, intonation, liaison; study of words and phrases; dictation, reading and correction.

Oral and Written Composition

Conversation on the topics of the day and its occupations, relation of experiences and events, recitation of poetry and prose, free composition, reading of a play.

Audition

Lectures will be given in French on topics of general interest: France: its geographical features, people, characteristics, products and industries, its municipal and parliamentary institutions, army and navy organization, the great war, chief men of France in art, architecture, literature, and invention, etc.

Methods of Teaching

Seminars will be held from time to time in which the best methods of teaching will be discussed.

COURSE B

3.—The following are the details of Course B:—

Pronunciation

An elementary treatment of phonetics, with an explanation of the international phonetic alphabet; the production of the French sounds; intonation, stress, inflection, liaison; reading and correction; recitation of poetry.

Grammar, and Oral and Written Composition

Similar to the course outlined for A, but with a systematic review of the grammar of the language.

Audition

The lectures in French of Course A will be open to the students of Course B.

Methods of Teaching

The seminars of Course A will be open to the students of Course B.

Afternoon

4.—Excursions and visits to museums and other places of public interest will be arranged where practicable. At these the instructors will be present and the students will be expected to use the French language as the means of communication.

Evening

5.—A number of entertainments, illustrated lectures, "causeries," etc., will be provided.

SYLLABUS

OF

SUMMER COURSES

AND

EXAMINATIONS

FOR

ADMISSION TO

The Normal Schools

AND

The Faculties of Education

AT

THE UNIVERSITY OF TORONTO

SUMMER COURSES AND EXAMINATIONS FOR ADMISSION TO THE NORMAL SCHOOLS AND THE FACULTIES OF EDUCATION

AT

THE UNIVERSITY OF TORONTO

COURSES OF STUDY

1. The Courses of Study for the Middle School examination for admission to the Normal Schools and for the Upper School examination for admission to the Faculties of Education are given in detail in the High and the Continuation School Regulations, a copy of which may be obtained on application to the Deputy Minister of Education.

EXAMINATIONS

2. The following are the divisions of the August examinations permitted by the Department:

Middle School Examination for Admission to the Normal Schools

(1) Subject to the conditions that the August examination will include only the Part covered in the Summer Course (Part B in 1916), the candidate who has been duly admitted to the examination under Regulation 11 (1) and (2) (*d*), page 14, may take the following Parts in any order in either the June or the August examination, while actually and regularly engaged in teaching:—

Part A: Algebra, Geometry, English Literature, and English Composition.

Part B: Chemistry, Physics, Ancient History, and British and Canadian History.

Upper School Examination for Admission to the Faculties of Education

(2) Subject to the condition that the August examination will include only the subjects of the two Parts covered in the Summer Course (Parts C and D in 1916), the candidate who has been duly admitted to the examination under Regulation 11 (1) and (2) (*d*) page 14, may take one or more of the following Parts in any year and in any order; he must take at least three Parts while actually and regularly engaged in teaching:

Part A: English Composition and Rhetoric, Algebra, Geometry.

Part B: English Literature, History (First Course), Trigonometry.

Part C: History (Second Course), Latin, Physics.

Part D: Biology, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

Standard

(3) To pass in any Part, candidates must make forty per cent. of the marks assigned to each paper in that Part and sixty per cent of the aggregate of the marks of the Part.

APPENDIX

SPECIAL GRANTS

TO

TEACHERS AND SCHOOL BOARDS

FOR

AGRICULTURE, ART, HOUSEHOLD SCIENCE,
MANUAL TRAINING, MUSIC, AND
PHYSICAL CULTURE

SPECIAL GRANTS TO SCHOOL BOARDS AND TEACHERS

In order to encourage in the Schools of the Provincial system, the teaching of Agriculture and Horticulture, Art, Household Science, Manual Training, Music, and Physical Culture, the following special grants are made to School Boards and Teachers on the conditions specified in each case. (See the Regulations concerned):

HIGH AND CONTINUATION SCHOOLS

ART

Middle School

8.—(1) On the following conditions, an annual grant of $100 will be made by the Department to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art obtained on a Departmental examination therefor, and an additional $100 if he holds also the diploma of A.O.C.A. from the Ontario College of Art:

(*a*) The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

(*b*) The Course shall be taken for at least one school year, and the provision therefor in the teacher's time-table shall be at least three periods a week of one hour each, part of which may be taken out of doors for landscape drawing and painting.

(*c*) The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

(2) The Board whose Art teacher has earned the special grant provided above, shall purchase, before the close of the current calendar year at least $100 worth of works of Art, approved by the High or Continuation School Inspector and selected from the lists contained in Educational Pamphlet No. 5: List of Reproductions of Works of Art. Towards the cost of this purchase, duly certified by the High or Continuation School Inspector, the Department will make a special grant of $50.

AGRICULTURE AND HORTICULTURE

LOWER AND MIDDLE SCHOOLS

11. On the report of the Director that the Regulations have been satisfactorily complied with, the Department will pay the following grants out of the Federal and Legislative grants:

(1) An annual grant, not exceeding $100 in each case, will be paid to the Board for carrying on the Lower and the Middle School Courses respectively throughout the year; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the work.

(2) (*a*) An annual grant of $120 will be paid to the holder of a High School professional certificate and the degree of B.Sc. (Agr.) for carrying on the Lower and Middle School courses respectively, for the calendar year, or of $60 for each course carried on to the end of June, or of $40 for the remainder of the year.

(*b*) These grants will be paid also to the holder of a High School or First Class certificate and the degree of B.S.A.

(*c*) An annual grant of $80.00 will be paid to the science teacher who holds an Intermediate or an Ordinary certificate, or to a District Agricultural Representative or an Assistant District Agricultural Representative of the standing of the Third year in the Ontario Agricultural College, for the Lower and Middle School courses respectively carried on for the calendar year, or of $40.00 for each course carried on to the end of June, and of $30.00 for the remainder of the year. For carrying on the course in more schools than one, the Agricultural Representative will be paid two-thirds of the regular grant for each additional school.

(3) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction in the Lower and Middle School courses respectively, a grant of $25.00 additional will be paid to the teacher or Agricultural or Assistant Agricultural Representative in addition to the salary paid by the School Board, and a grant, not exceeding $25.00 for each course, to the Board; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the work.

(4) When the work of only one year of the Lower School course is carried on, half the amounts allowed above will be paid on the same conditions.

PHYSICAL CULTURE

GRANTS BY DEPARTMENT OF MILITIA AND DEFENCE, OTTAWA

12.—(1) For the training of a Cadet Corps during the school year in a High or Continuation School or Collegiate Institute an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:

(*a*) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(*b*) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(*c*) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(*d*) The allowance will be calculated on the number of enrolled cadets present at the annual inspection, with the addition of those whose absence can be satisfactorily accounted for to the Inspecting Officer.

(*e*) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(*f*) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

(2) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(3) Upon the certificate of the Inspecting Officer a grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

GRANT BY DEPARTMENT OF EDUCATION, ONTARIO

13. Where a Cadet Corps has been duly established in connection with a High or Continuation School or Collegiate Institute, an additional annual grant of $50 will be paid to the School Board by the Ontario Department of Education on the following conditions:—

(1) There shall be at least 20 pupils in the Corps who shall be at least sixteen and not over eighteen years of age.

(2) (*a*) The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(*b*) After September, 1915, the Instructor shall hold a certificate as Specialist in Physical Culture granted by the Department of Education.

(3) The work in Physical Culture of the whole School shall have been reported as satisfactory to the Minister by the School Inspector.

(4) The grant of $50 shall be treated as an addition to the Instructor's ordinary salary or shall be expended on the equipment for Physical Culture, as the Board may determine.

PUBLIC AND SEPARATE SCHOOLS

ART

8. On the report of an Inspector designated for the purpose by the Minister, that the supervision, accommodations, equipment, organization, teaching, and the pupil's work are satisfactory, the Legislative Grant for Art will be apportioned and paid by him as follows:—

(1) (*a*) An annual grant of $60 to the Supervisor of Art in the schools of an urban municipality who holds an Art Supervisor's certificate obtained on a Departmental examination therefor, and whose whole time is given to the work of

Art in the schools, as prescribed in the Syllabus of Courses, with an additional $60 if he holds also the Diploma of A.O.C.A. from the Ontario College of Art; and—

(*b*) An annual grant of $40 to the teacher of Art in the schools of a town or a village who holds a certificate in Elementary Art obtained on a Departmental examination therefor, and who has general charge of the Art work in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Art has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant in the purchase of works of art approved by the Inspector and selected from the lists contained in *Educational Pamphlet No. 5*: Lists of Reproductions of Works of Art. Towards the cost of this purchase duly certified by the Inspector, the Minister will make a special grant to the Board of $30 in the case of (1) (*a*) above and of $20 in the case of (1) (*b*) above.

MUSIC

9. On the report of an Inspector designated for the purpose by the Minister that the supervision, accommodations, equipment, organization, teaching, and the pupils' proficiency are satisfactory, the Legislative Grant for Music will be apportioned and paid by him as follows:—

(1) (*a*) An annual grant of $60 to the Supervisor of Music in the schools of an urban municipality who holds a Music Supervisor's certificate obtained on a Departmental examination therefor and whose whole time is given to the work of the schools in Music as prescribed in the Syllabus of Courses; and—

(*b*) An annual grant of $40 to the teacher of Music in the schools of a town or a village, who holds a certificate in Elementary Music obtained on a Departmental examination therefor, and who has general charge of the teaching of Vocal Music in the schools, as prescribed in the Syllabus of Courses.

(2) A Board whose Supervisor or teacher of Music has earned the special Legislative grant provided for above shall spend, before the close of the current calendar year, at least an amount equal to this special grant for the purchase of equipment for the teaching of Music approved by the Inspector and selected from the list of equipment given on p. 105 of the Public and Separate School Regulations of 1915. Towards the cost of this purchase, duly certified by the Inspector, the Minister will make a special grant of $30 in the case of (1) (*a*) above, and of $20 in the case of (1) (*b*) above.

HOUSEHOLD SCIENCE

Special Provisions for Rural and Village Schools

12.—(1) The Board of a village or a rural school which is unable to comply fully with the provisions of the General Regulations but which maintains classes in Household Science, employing a teacher with a certificate obtained on a Departmental examination in this subject, and providing a course of study and accommodations and equipment approved by the Minister before the classes are established, will be paid by the Minister out of the Federal and Legislative Grants an initial grant of $75 and a subsequent annual grant of $30, said grants to be expended on the accommodations, equipment, and supplies for Household Science. In no year, however, will the Departmental grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Household Science that the organization and the teaching of the classes in Household Science maintained as prescribed above, are satisfactory, an annual grant, in addition to the regular salary paid by the School Board, will be paid by the Minister out of the Federal and Legislative Grants, as follows, to the teacher: $60 to the holder of an Ordinary certificate in Household Science, and $40 to the holder of a certificate in Elementary Household Science.

MANUAL TRAINING

Special Provision for Rural and Village Schools

13.—(1) The Board of a rural or village school which is unable to comply with the provisions of the General Regulations above, but which maintains classes in Manual Training as applied to work on the farm, employing a teacher with a certificate obtained on a Departmental examination in this subject, and providing a course of study and accommodations and equipment approved by the Minister before the classes are established, will be paid by the Minister out of the Federal and Legislative Grants, an initial grant of $75 and a subsequent annual grant of $30, said grant to be expended on the accommodations, equipment, and supplies for Manual Training. In no year, however, will the Departmental grant exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Manual Training that the organization and the teaching of the classes in Manual Training maintained as provided above, are satisfactory, an annual grant, in addition to the regular salary paid by the Board will be paid by the Minister out of the Federal and Legislative Grants, as follows, to the teacher: $60 to the holder of an Intermediate certificate in Manual Training and $40 to the holder of a certificate in Elementary Manual Training.

AGRICULTURE AND HORTICULTURE

FORMS III, IV AND V

14.—(1) (*a*) A Board that maintains throughout the year a course of instruction in the Nature Study of Forms I-IV and the Elementary Agriculture and Horticulture of Forms III and IV, satisfactory to the Minister on the report of the Public or Separate School Inspector and of the Inspector of Elementary Agricultural Classes, will be paid by him out of the Federal and Legislative Grants, the grant specified in the Schedule on p. 84 of the Public and Separate School Regulations of 1915; but in no case will the grant exceed the total amount expended by the Board during the calendar year for the maintenance of the course.

(*b*) In their present condition, few of the schools can take up the courses in Agriculture and Horticulture as prescribed in the Syllabus for Form V. Accordingly, in schools which have a Fifth Form but are unable to maintain these courses, the pupils of such form shall continue with the pupils of Form IV the courses prescribed therefor, with such topics from the course for Form V as the Principal may select, with the approval of the Inspector of Public or Separate Schools as the case may be.

(2) The teacher who holds a certificate in Agriculture obtained on a Departmental examination, or, after 1915, a Second Class certificate, and who carries out the work prescribed in (1) above satisfactorily to the Minister on the report of the Public or Separate School Inspector and of the Inspector of Elementary Agricultural classes will be paid by him out of the Federal and Legislative grants,

the grant as specified in the Schedule on p. 84 of the Public and Separate School Regulations of 1915, in addition to the salary paid by the School Board.

(3) When the work is commenced under a teacher uncertificated in Agriculture, and is afterwards carried on by a teacher with a certificate in Agriculture obtained on a Departmental examination, the grant payable to the Board for that year will be that for which it might have qualified at the time the notification of its intention to qualify was sent in.

(4) For the purposes of apportioning grants for the courses in Agriculture and Horticulture, the year will be the calendar year (January to December), and not the school year.

(5) When an equipment on which the legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

(6) The grants payable to School Boards and teachers with the requirements for earning the same are as shown in the Schedule on p. 84 of the Public and Separate School Regulations of 1915.

NOTE.—For further information in regard to the courses in Elementary Agriculture and Horticulture see Circular No. 13 of 1916.

SCHEDULE OF GRANTS

Forms III, IV, and V

Requirements	Where, after 1915, the teacher holds a second class certificate but is not certificated in Agriculture.				Where the teacher holds an Elementary certificate in Agriculture and Horticulture, or receives a certificate during the year.			
	To the Board	To Teacher			To Trustees	To Teacher		
		For full year	For winter and spring terms	For fall term		For full year	For winter and spring terms	For fall term
A. First Plan.								
Instruction.								
Instruction throughout the whole year, to be completed satisfactorily, with requirements regarding pupils' records, teacher's report, trustees' statement, etc., fulfilled.	Up to but not exceeding $10.00	$15.00	$7.50	$5.25	Not exceeding $20.00	$30.00	$20.00	$12.00
Home Gardens.								
Home gardens or projects by pupils of Forms III, IV, and V supervised by the teacher.								
School Grounds.								
Well kept grass and flower plots, borders, screens, etc., at school for beautifying grounds and for instructional purposes.								
B. Second Plan								
Instruction.								
Instruction throughout the whole year to be completed satisfactorily, with requirements regarding pupils' records, teacher's reports, trustees' statement, etc., fulfilled.	Up to but not exceeding $15.00	$20.00	$10.00	$8.00	Not exceeding $30.00	$40.00	$20.00	$16.00
School Gardens.								
(1) A pupils' school farm or school garden at or near the school, having at least six square rods for experimental and observation plots and contributing to the school Fair.								
(2) For other pupils of Forms III, IV, and V, not represented in the work on the six square rods, either additional plots in the school garden, or gardens or projects at home, supervised by the teacher.								
School Grounds.								
Well kept grass and flower plots, borders, screens, etc., for beautifying grounds and for instructional purposes.								

When the Teacher holds an Intermediate Certificate in Agriculture, the grant in addition to his salary shall be one-half more than that specified in the above schedule for the holder of an Elementary certificate.

FORM V

When a Board maintains the course prescribed for the Fifth Form, the Minister will pay it, on the same conditions, the same grants as are payable for Lower School courses in the High and Continuation Schools. For particulars, see the Regulations of these Schools and Circular No. 13 (1).

PHYSICAL CULTURE

Grants by Department of Militia and Defence, Ottawa

17.—(1) For the training during the school year in a Public or Separate school of a Cadet Corps an annual allowance of $1.00 per cadet will be paid by the Department of Militia and Defence, Ottawa, on the following conditions:—

(2) The Cadet Corps shall consist of at least 20 boys, who shall be at least twelve and not more than eighteen years of age.

(3) The Instructor shall possess a certificate of Military Instruction from the Department of Militia and Defence, Ottawa, or be otherwise qualified in accordance with the Cadet Regulations.

(4) The work of the Cadet Corps shall be reported to the Minister of Militia and Defence, Ottawa, and the Minister of Education, Toronto, as satisfactory on inspection by a Military Inspecting Officer of the Department of Militia and Defence.

(5) The allowance will be calculated on the number of enrolled cadets present at the annual inspection; and, in addition, those whose absence can be satisfactorily accounted for by the Inspecting Officer.

(6) In the case of Cadet Corps authorized subsequently to March 1st in any year, the proportion of the above allowance, if any, that may be paid will be decided at Militia Headquarters.

(7) All claims are to be submitted to Militia Headquarters for approval, before payment can be made.

18.—(1) Should the Inspecting Officer be unable to give a certificate of efficiency to a Cadet Corps at the Annual Inspection, he may recommend a special allowance for the Cadet Instructor. In estimating the amount of this special allowance, the Inspecting Officer will take into consideration the number of drills performed and the number of cadets partially trained. In no case may this special allowance exceed one-half the allowance authorized for an efficient corps.

(2) A grant towards the provision and upkeep of uniform of $1.00 for each cadet inspected in a complete, serviceable, military uniform, will also be paid annually by the Department of Militia and Defence, Ottawa, upon the certificate of the Inspecting Officer to the School Board providing such uniform or to the cadet who has himself provided it. Claims for such allowance must be approved at Militia Headquarters.

Grant by Department of Education, Ontario

19. Where a Cadet Corps has been duly established in connection with a Public or Separate School, an additional annual grant of $50 will be paid to the Board by the Ontario Department of Education on the following conditions:

(1) There shall be at least 20 pupils in the Corps who shall be at least fourteen years of age and not over eighteen.

(2) (*a*) The Instructor of each cadet company shall be either a school teacher holding a cadet instructor's certificate, or an officer of the Active Militia or on the retired list or a non-commissioned officer of the militia, qualified as a Sergeant at a Royal School of Military Instruction, or any creditably discharged non-commissioned officer from His Majesty's Imperial Forces or from the Permanent Force of Canada.

(*b*) After December, 1915, the Instructor shall hold a certificate as Supervisor in Physical Culture, obtained on a Departmental examination.

(3) The work in Physical Culture of the whole school shall have been reported to the Minister of Education as satisfactory by the visiting School Inspector.

(4) The grant of $50 shall be spent as in addition to the Instructor's ordinary salary or on the equipment for Physical Culture as the Board may determine.

CONTINGENCY OF GRANTS BY ONTARIO DEPARTMENT OF EDUCATION

If in any year the amount voted by the Legislature of Ontario for any of the above services is insufficient to pay the grants in full the Minister of Education may make a *pro rata* reduction in the case of such grants.